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Who Has Seen What When?
Pornography's Contribution to the Social Construction of Sexuality During
Childhood and Adolescence

By

Bente Skau

Master of Social Work, University of Toronto, 1994

Thesis

Submitted to the Faculty of Social Work

In partial fulfillment of the requirements for the

Doctor of Philosophy in Social Work

Wilfrid Laurier University

2007

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**Pornography's Contribution to the Social Construction of Sexuality
During
Childhood and Adolescence**

Abstract

Pornography has a ubiquitous place in contemporary Canadian Society. With or without intention, children and youth are frequently exposed to pornographic images and depictions. There is little research detailing the types of exposure that occur and the impact of said exposure on this population. Through a detailed survey administered to approximately 450 first-year college and university students in Ontario, this retrospective and exploratory study answers the query, "when and to what type of pornography are children and young adults exposed and how does this exposure relate to subsequent sexual behaviours and attitudes?" Following a detailed description of pornography exposure, including the source, medium, and the content, current pornographic consumption is documented and related to sexual practices and attitudes. Significant relationships were detected between early pornographic exposure and early engagement in sexual activities. Parental attitudes and behaviour were found to be related to both early exposure and subsequent pornography use.

**B. Skau
Wilfrid Laurier University
2007**

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Table of Contents

Chapter 1:	Pornography as a Social Issue	
	Pornography in Context.....	13
	The Meaning of Pornography.....	18
	Pornography as a Social Problem.....	20
	Social Work and Pornography.....	24
Chapter 2:	Literature Review	
	Introduction to Pornography Literature.....	28
	Pornography Research With Women.....	31
	Pornography and Harm.....	32
	Pornography, Power, and Economics.....	41
	Social Constructionism and its Relationship to Sexuality.....	47
	The Construction of Sexuality.....	52
	Pornography's Contribution to the Construction of Sexuality.....	57
Chapter 3:	Methodology	
	Purpose of Research.....	63
	Hypotheses.....	64
	Linear Model.....	65
	Epistemological Frame.....	66
	Social Location.....	68
Chapter 5:	Method	
	Design.....	70
	Data Collection.....	73
	Operational Constructs and Measurement.....	76
	Pilot Study.....	89

Table of Contents (Cont'd)

Limitations.....	91
Ethical Considerations.....	93
 Chapter 6: Results	
Comparison of Humber and WLU Students.....	96
Reliability.....	98
Introduction to Analysis.....	99
Sample Description: Demographics.....	100
Sample Description: Variables Related to Pornography Exposure ...	111
Inferential Statistical Tests and Analysis.....	131
 Chapter 7: Discussion	
Pornography Exposure in Children and Youth.....	172
Relationships Between Social Demographics and Early Exposure to Pornography	175
Relationships Associated With the Early Exposure of Children to Pornography	179
Gender and Pornography	186
Parental Use and Attitudes About Pornography and Their Relationship to the Attitudes and Behaviour in Their Children.	192
Pornography as Sex Educator.....	198
Pornography and Sexual Offending	201
Social Constructionism, Sexual Scripting Theory, and Pornography.....	205
Interventions	224
Future Investigations	234
Concluding Thoughts.....	237

Table of Contents (Cont'd)

Appendices:

(A) Information Letter/Consent Form.....	241
(B) Future Directions.....	243
(C) Request to undertake Research.....	245
(D) Survey Measure.....	246
(E) Pilot Measures.....	257
(F) Country of Birth Data.....	270
(G) Community Resources.....	274
(H) Clinical Questions and Points of Discussion.....	276
(I) Research Questions.....	278

References:

References.....	284
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List of Tables

(1)	Comparison of Humber and Wilfrid Laurier Students on Several Social Demographic Variables.....	97
(2)	Comparison of Humber and Wilfrid Laurier Students on Medium Through Which They First Viewed Pornography.....	97
(3)	Comparison of Humber and Wilfrid Laurier Students on the Age They First Viewed Pornography.....	97
(4)	Gender of the Sample	100
(5)	Age of Sample	100
(6)	Birthplace of the Participant.....	102
(7)	Birthplace of Mother.....	103
(8)	Birthplace of Father.....	103
(9)	Visible Minority Status of the Participant.....	104
(10)	Religion of Participant and His or Her Parent(s).....	105
(11)	Participant Religiosity During Adolescence	106
(12)	Family Income as Presented in Thousands of Dollars.....	108
(13)	Parental Marital Status	109
(14)	Medium of First Pornography Exposure.....	112
(15)	Source of First Exposure to Pornography	113
(16)	Pornography Exposure by Medium	113
(17)	Sexual Activities Viewed Within a Variety of Pornographic Media.....	115
(18)	Age One Has Seen a Sexual Activity in a Book or Magazine.....	117
(19)	Age One Has Seen a Sexual Activity on the Internet.....	118

List of Tables (Cont'd)

(20)	Age One Has Seen a Sexual Activity in a Video or Movie.....	119
(21)	Gender Distribution Showing Pornography Exposure During the Past Six Months.....	121
(22)	Sexual Activities That Do Not Involve a Partner.....	122
(23)	Sexual Activities With a Partner.....	124
(24)	Sexual Arousal Levels of Participants to Various Sexual Situations.....	125
(25)	Learning Sources for Sexual Education and Sexual Techniques.....	126
(26)	Attitudes and Opinions Related to Pornography Use and Exposure	127
(27)	Statements About Pornography and the Differences in Endorsement Levels Related to Gender	129
(28)	The Acknowledged Number of Sexually Offensive Behaviours From the Sample Population	130
(29)	The Differences Between Males and Females in the Number of Sexually Offensive Acts That They Acknowledge	130
(30)	The Mean Age of First Pornography Exposure When Sample Was Divided by Religion.....	132
(31)	Detectable Differences in Behaviour and Attitudes When Comparing Children Who Were Exposed to Pornography at Age Nine or Younger and Children Who Were Exposed at Age Ten or Older.....	138
(32)	Correlations Between the Age One First Saw Pornography and the Age at Which One First Engaged in a Sexual Act.....	139
(33)	Relationship Between Exposure to Pornographic Images and Later Engagement in Like Behaviour	140

List of Tables (Cont'd)

(34)	The Relationship Between Age One First Saw Pornography and the Age One Saw a Variety of Sexual Activities Within Pornography	142
(35)	Regression Analysis to Predict Age one Performs Oral Sex Based on the Age One First Was Exposed to Pornography	145
(36)	Regression Analysis to Predict the Age One Receives Oral Sex Based on the Age One First Was Exposed to Pornography	146
(37)	Regression Analysis to Predict Age one Engages in Sexual Intercourse Based on the Age One First Was Exposed to Pornography.....	149
(38)	Relationship Between Total Number of Pornographic Images Viewed and One's Desire to Engage in a Variety of Sexual Activities	150
(39)	Differences in Age of First Pornography Exposure Between Individuals Who Have Engaged in Specific Sexually Offensive Acts Versus Those Who Have Not	152
(40)	Difference in Age of First Exposure to Pornography Between Individuals Who Acknowledge at Least One Sexually Offensive Act as Compared to Those Who Have not Engaged in a Sexually Offensive Act.....	153
(41)	Difference in Age of First Exposure to Pornography Between Males Who Acknowledge at Least One Sexually Offensive Act as Compared to Those Who Have Not Engaged in a Sexually Offensive Act.....	153
(42)	Relationship Between Sexual Arousal to Violence and Having Watched Someone Undress Without Their Consent.....	154
(43)	Relationship Between Watching Someone Undress Without Consent and Father's Approval of His Child's Pornography Use	155

List of Tables (Cont'd)

(44)	Relationship Between Watching Someone Undress Without Consent and Mother's Approval of Her Child's Pornography Use.....	156
(45)	The Relationship Between Watching Someone Undress Without Their Consent and the Relative Amount of Pornography Consumed in the Last Six Months	157
(46)	The Relationship Between Father's Approval of Child's Use of Pornography and the Child's Attitudes and Behaviour	158
(47)	The Relationship Between Father's Approval of Son's Use of Pornography on the Son's Attitudes and Behaviour.....	159
(48)	The Relationship between Father's Approval of Daughter's Use of Pornography and the Daughter's Attitudes and Behaviour.....	160
(49)	The Relationship Between Mother's Approval of Pornography Use on the Child's Attitudes and Behaviour	161
(50)	The Relationship Between Mother's Approval of Son's Use of Pornography on the Son's Attitudes and Behaviour.....	162
(51)	The Relationship Between Mother's Approval of Daughter's Use of Pornography and the Daughter's Attitudes and Behaviour.....	163
(52)	The Relationship between Father's Use of Pornography and His Child's Attitudes and Behaviour	164
(53)	The Relationship Between Father's Use of Pornography and His Son's Attitudes and Behaviour	165
(54)	The Relationship Between Father's Use of Pornography and His Daughter's Attitudes and Behaviour	166
(55)	The Relationship Between Mother's Use of Pornography and Her Child's Attitudes and Behaviour.....	167
(56)	The Relationship Between Mother's Use of Pornography and Her Son's Attitudes and Behaviour	168

List of Tables (Cont'd)

(57)	The Relationship Between Mother's Use of Pornography and Her Daughter's Attitudes and Behaviour	169
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List of Figures

(1)	Frequency of Age Distribution for the Sample.....	101
(2)	Identified Minority Status.....	104
(3)	Re-coded Education Level of Mother.....	107
(4)	Re-coded Education Level of Father.....	107
(5)	Age of First Exposure to Pornography.....	111
(6)	Frequency of Pornography Exposure in Last 6 Months	120

Pornography as a Social Issue

Pornography in Context

Sexually explicit material has been available since very early in our recorded history, including the second century Kama Sutra of India, and papyrus depictions from Egypt dating back to 2000 BCE. These images and writings have been part of society in one form or another throughout the ages. However, during the last century in North America, and to some degree in cultures around the world, there has been a veritable explosion in the numbers and types of sexually explicit depictions available. This explosion is at least in part the result of technological changes and the way in which sexually explicit material, or more specifically, pornography, can be easily disseminated and consumed. The Internet plays a terrific role in this dissemination, where what Cooper (1998) calls the "Triple A Engine", of access, affordability, and anonymity lends itself to this massive dispersal.

While the economic status of pornography in Canada is somewhat ambiguous, its US economic import has been well detailed. Pornography in the United States in the 1970s was a ten million dollar per year industry, and has now grown to a ten billion dollar per year industry in which it is estimated that one in five households regularly rent pornographic videos, and virtually all students have access to Internet pornography (Egan, 2000). A more telling juxtaposition involves an examination of the annual number of Hollywood movies made (four hundred), compared to the number of pornographic movies made, (between ten and eleven thousand) (Williams, 2004). While corresponding figures are not available for Canada, the presence of pornography in this country is

ubiquitous. It can be found on many street corners, at local convenience stores, and is virtually available in all homes with on-line computers. Given this pornographic deluge, it behooves us as social work researchers and practitioners to have a better understanding of the role of pornography within our society, how much is being consumed, by whom, and its impact on consumers and on those with whom they interact.

Canadian society has a long history of regulating sex and things sexual, formally starting with the 1892 adoption of the British Hicklin test to establish the meaning of "obscenity" (Lacombe, 1988). Other formal laws, meant to define and limit the trade and publication of materials with sexual content, followed this adoption. With reference to pornography or obscenity, amendments to our criminal code have occurred in 1959 and again in 1970, 1985, and in 1993.

In 1992, the *Regina v. Butler* decision had a tremendous impact on how obscenity was defined. Following this decision, the Canadian Criminal Code bore sections related to obscenity and defined obscene as "any publication a dominant characteristic of which is the undue exploitation of sex, or of sex and any one or more of the following subjects, namely, crime, horror, cruelty and violence" (Rodrigues, 1996). It is important to note that whether or not there was "undue exploitation" was determined by appealing to "community standards" (Robertson, 2002). Community standards are difficult to pin down and they shift with the times, but they essentially refer to how well the community would tolerate allowing some of its members to view the material in question. It is critical to underscore that it is not an individual's sense of obscene that counts, but that of the community. "As the Supreme Court of Canada pointed out in the Butler case, the

community standards test is concerned not with what Canadians would not tolerate being exposed to themselves, but with what they would not tolerate other Canadians being exposed to" (Robertson, 2002). It is important to note that in Canada, unlike in the United States, community standards are deemed national standards so that what would apply in Gander, Newfoundland would equally apply in Vancouver, British Columbia. Of equal interest is the fact that Canadian laws and regulations are three-tiered: judicial/criminal matters are decided at a federal level; censorship of films (ie, Ontario Film Review Board) is a provincial responsibility; and at the municipal level, bylaw and zoning requirements that shape the exhibition and/or distribution of sexually explicit material. While regulations exist to govern sexually explicit material, there is a great deal of discretion left to the crown in the laying of charges, and to the courts in determining what actually is obscene.

In December 2005, the Supreme Court of Canada again made a monumental decision with respect to indecency, obscenity, and community standards. In the *R. v. Labaye* decision, the community standards test was replaced solely by "harm" that can be understood as: a) confronting members of the public with conduct that significantly interferes with their autonomy and liberty, b) predisposing others to antisocial behaviour, or c) physically or psychologically harming persons involved in the conduct, (*R. v. Labaye*, 2005).

According to Robertson (2002), the obscenity law itself was based in part on the assumption of harm caused by pornography. In particular, he noted that it was assumed and later confirmed by the 1985 Fraser Committee on pornography that "pornography

represents and nourishes attitudes and activities inimical to the equality of men and women and that it presents demeaning images as normal and commendable...." Much has changed since the Fraser Committee reached its conclusions in 1985; thus, both more comprehensive and new assessments are needed to better understand the impact of pornography on our society. In addition, it is essential that an assessment regarding the suitability and the means of regulation of pornography be scrutinized. However, to evaluate the efficacy or suitability of the regulations, one must first have sound and reliable data about the real effects of what is being regulated to refer to.

Knowledge and understanding regarding the impact of pornography on society are also important for pragmatic reasons. There continue to be some social problems that may in part be linked to the consumption of sexually explicit material; sexual abuse/assault (Oddone-Paolucci, Genuis, & Violato, 2000), the objectification of women (Russell, 1998), and problematic sexual contact – dissatisfaction with one's partner (Zillman & Bryant, 1988). At a more general level, several theorists including Dworkin (1988), Griffin (1981), and Russell (1998) have argued that a good proportion of gender bias has been predicated upon the sexual inequities that are so readily apparent in contemporary pornography and sexually explicit material. So, in the name of social justice alone, a better understanding of the impact of pornography exposure is needed.

Using retrospective survey data, this thesis explores the incidence of pornography exposure for children and youth, and the relationship of this exposure to subsequent sexual behaviour and sexual attitudes. While this current study will not establish definitive causal relationships between pornography exposure and the

aforementioned social problems, the information gathered may help tease out possible links for future study.

The Meaning of Pornography

The meaning of the term pornography is pertinent to the research at hand. Examining the etymology of the term, it derives from ancient Greek and means “pictures or writings about prostitutes” (Rodgerson & Wilson, 1991). The term was reborn and came in to common usage when, following various excavations at Pompeii, many explicit wall etchings and stone phalluses were found. These findings were locked away in a secret museum collection – only to reappear in 1877 when they were published in a catalogue and sold to wealthy men. This catalogue was referred to as “the pornographic collection”. It should be noted that “what defined it [pornography] from the start was that it was forbidden to the general public” (Rodgerson & Wilson, 1991).

For the purposes of the current investigation, the term pornography will be used to denote material that is intended to incite sexual arousal. More formally, a definition employed by Allen, D’Alessio, and Brezgel (1995) will be adopted as it succinctly captures the intention of this author: “Pornography is defined as media material used or intended to increase sexual arousal. Such material generally has verbal or visual images of exposed sexual organs and depictions of sexual behaviours” (p. 259). This definition may be an oversimplification of what in fact is a complex matter, for it evades the contentious distinction that is often made with respect to pornography about its violent geist.

Some theorists make a clear distinction between erotica and pornography based on its violent content. Barak and Fisher (1991) contend that while erotica depicts consensual, nonviolent and nondegrading sexual activity, pornography offers up similar activities with the addition of violence, degradation, and potentially, no consent. The

difficulty with these distinctions is that it then invites a multitude of definitional quandaries. What constitutes degrading or violent? How is consent obtained? Is it verbal? Is it implied? While I am certain that Andrea Dworkin and Larry Flynt could not reach a consensus about the violent content in a piece of sexually explicit material, I contend that the population at large would also struggle with consensus if they had to consider so many categories (violence, consent, degradation) prior to classifying a piece as pornography. Thus, the utility of this type of definition is lacking. While the definition employed for this research may not be explicit with respect to content, it captures in a general way, the meaning of the term. More comment will follow on the use of this definition when explicating and defending the particular constructs used in this exploratory survey (see chapter 5).

The following section examines the problematization of pornography within the Canadian context. Issues related to constructing pornography as a social problem will be presented and discussed. In addition, some arguments will be made that suggest that, pornography warrants a second look as a social problem, due in part to some significant and recent technological changes.

Pornography as a Social Problem

Historically, the literature on pornography has sought to discover only its harmful effects, and various national inquiries have encouraged this type of undertaking (Levine, 2002). Both the 1983 Special Commission on Pornography and Prostitution in Canada, and the 1986 US Commission on Obscenity and Pornography sought to assess the impact of pornography. While neither commission found a direct causal link between pornography and harm, the mere fact that harmful outcomes were sought suggests wariness on the part of the commissioners and the public at large.

Given recent technological shifts, the economic impact and the widespread usage of sexualized media, pornography may now require a second look. However, not every social scientist would agree that pornography constitutes or should be construed as a social problem, for with this construction certain assumptions become manifest. Through a problem-construction process (ie, simply naming pornography as a social problem or as a social issue in need of attention), pornography is thrust into a dubious social position. Language has the power to alter reality. The suggestion that there may be deleterious effects from pornography exposure may have an impact on how it is regarded by potential consumers. The mere statements "pornography is a social problem" or "pornography is a social issue," demands a cognitive response; One may question his or her previous thoughts about pornography, vehemently disagree, question whether others also believe this, or not understand the statement, but one will respond. The fact that the suggestion "pornography is a social problem" is given consideration of any kind alters its place in our thinking. Analogously, by merely studying the cancer-causing

effect of hairspray, hairspray takes on a new social position within the psyche of consumers; doubt and worry exist where before there was none. Labelling pornography as a social issue also invites potential changes in social policy and this, too, is a concern.

With respect to studying pornography as a social problem, Berger (1980) and Linsley (1989) are concerned about the censorship issues, which frequently accompany issues related to pornography. Civil libertarians have also long worried about limiting the freedom of the press, or in the case of pornography, the freedom of the press and technology. Leong (1991) argues that by constructing pornography as a social problem, both cognitive and moral implications are implicit that may negatively affect women. In particular, Leong worries about the effect of the moral implications (that seem to necessarily be paired with the study of pornography) on the emancipatory status of women. She argues that by accepting the dubious moral positioning of pornography, radical sexual freedoms for women could be hampered. More specifically, she worries that by questioning the moral value of what she deems to be free sexual exchanges, women will again be tethered to a very limited repertoire with respect to their sexual behaviour and attitudes. Leong (1991), Berger (1980), and Linsley's (1989) fears should not be dismissed as extremist, for if the rationale behind the study of pornography is merely proselytizing (and this frequently has been the case), then the validity of both the inquiry and its findings are questionable from inception. Biased research findings create a potential for public policy to be altered in a way that serves a select few and provides a disservice for many.

Investigating the impact of pornography invites moral prognostications, and

some would argue it opens the door to censorship and massive regulation – doors I am not certain we want to open further. However, social scientific enquiry should not shy away from potentially contentious areas. Endeavoring to better understand how pornography functions within our culture and within ourselves does not, by itself, necessitate a “for” or “against” position. There are many other potentially harmful phenomena in our society with which we negotiate on a daily basis: driving, alcohol use, junk food, etc. A more comprehensive understanding of the impact of pornographic material will ideally invoke a smarter negotiation process wherein we can create social policy that responds to the *real* effects of pornography, rather than reacting to assumptions or hysteria. Without an understanding of the contribution of pornography to our social selves, we cannot make sound decisions about how, or if, this element of society should be regulated. Further, I would argue that *any* significant social/technological shift warrants study, if only to assess its impact on culture whether it be social, economic, or environmental.

While I acknowledge the Sisyphean nature of the pursuit of impartiality in science, I do not recognize this barrier as sufficient grounds for abandoning what would otherwise be an interesting and useful exploration. Unfortunately, the problem of bias or impartiality can be particularly acute when many consider the concept under study (in this case sexuality and its relationship to pornography) to be sacrosanct. Nevertheless, ways and means, such as a close adherence to a specified method and peer reviews, can and have been employed to minimize investigator bias and maximize the validity of this current research.

The following section outlines how some of the supposed negative effects of pornography have been, and are being, addressed by social workers. In addition, the benefits of this research study are examined in relation to social work knowledge and practice.

Social Work and Pornography

Social workers have long been engaged in addressing many of the social and interpersonal issues that may be connected to pornography exposure. Specific knowledge about the extent of the use of pornography may be extremely useful in understanding its potential impact; understanding pornography consumption or exposure during childhood and adolescence in particular may be very informative when attempting to gauge its effects.

Pornography's impact may be greater if exposure occurs during one's formative years, making it is essential to know about the norms of childhood and adolescent pornographic exposure when assessing children, especially those children with noted sexual behaviour problems. This knowledge can be used as a means of determining the potential impact that pornography may have had upon a particular child and his or her behaviour. For example, if it is determined that most ten-year-old boys have seen more than one pornographic magazine and five Internet pornography sites (shown to them by peers), when assessing a boy who has seen twenty different pornographic movies (shown to him by his Uncle), the vast discrepancy in exposure may suggest that pornography plays a more significant role in the etiology of this boy's behaviour, as his exposure and means of exposure fall well outside the norm. Likewise, if when performing a general mental health assessment on a ten-year-old boy one discovers he has seen three pornographic magazines and two Internet sites, one could minimize or dismiss this factor as an insignificant contributor to his general mental health. It is important to note that I in no way intend to suggest that clinical discretion should be

undermined by statistical norms, for in the above example the significance to the child of the single pornographic experience may be highly relevant to his overall mental health. However, norms can be used as guidelines, and can be particularly helpful to social workers who are not familiar with a particular area of practice.

Currently there are no well-established norms nor is there a general knowledge base with respect to pornography exposure in children (Benedek & Brown, 1999; Thornburgh & Lin, 2002). Researchers and social work practitioners are not certain how frequently children are being exposed to pornographic images. Thus, understanding the impact of pornography is left more to clinical discretion and judgement. By establishing some general norms, it allows social work practitioners to step away from their own biases in these matters. For example, if a clinician is offended by pornography, then his or her tendency may be to interpret any exposure to pornography as abnormal and detrimental, but armed with accurate norms, one can see the behaviour in a societal context and respond in a more fair, balanced, and knowledgeable manner.

Research, or rather the startling lack of research, tells us that we know relatively little about the sexual behaviours and development of children (Levine, 2002; Roberts, 1983). Given this dearth, and the fact that discussions concerning sexuality are often left to parental discretion, it may be that pornography plays a significant role in both shaping a child's sense of sexuality and in filling the educational gap. This impact may be more intense if the pornographic exposure heavily outweighs sexual information coming from other sources. Pornographic repetition stands in stark contrast to what John Gagnon calls the inoculation theory of learning where, in relation to discussions concerning sex,

parents assume that when a topic has been discussed once, that this single discussion is sufficient to carry a child through to adulthood (cited in Roberts, 1983). It seems obvious that explicit pornographic depictions would contribute in a substantial manner to a child or adolescent's understanding of sexuality, particularly when the erotic elements of sex are rarely discussed in the home and other sexual matters may only be cursorily discussed (Levine, 2002).

Understanding pornography use and exposure is also helpful to social workers working with adult populations. Several social scientists have noted a significant relationship between sexual difficulties and extensive pornography use where the sexual difficulties increase with increased pornography consumption (Cooper, 2000; Freeman-Longo & Blanchard, 1998). Social workers working directly with individuals and couples who are experiencing some type of sexual dysfunction, whether it be erectile dysfunction, orgasmic dysfunction, dyspareunia, sexual apathy, or sexual addictions, when taking a sexual history, need some type of norm in relation to pornography exposure to better ascertain its role in the lives of their clients. That is not to say that statistical norms in any way can replace clinical judgement, rather, norms are meant to augment one's practice and further ground it within a research base.

Social workers have long been interested in promoting the equality of oppressed groups, including women (Canadian Association of Social Workers, 2005). With respect to pornography, social workers certainly have a role in assisting women who are *used* in the production of pornography. However, women may be affected by pornography through other means. Little research has been undertaken to ascertain how women

(particularly young women) have been impacted by their direct exposure to pornography. Given the huge technological shift of the Internet, girls will also now have unfettered access to all types of sexually explicit materials. In the interest of equality, the inclusion of young women in pornography research is important because as with many other social phenomena, pornography may impact girls in a very different way than it does boys. Pornography may play a significant role in shaping the sexual identities of many young women and consequently, affect their relationships and sexual behaviour. However, until we know what pornography, if any, girls and women are consuming, it is difficult to begin to formulate effects related to impact.

Given that pornography continues to expand as an industry in this country, so too, will its effects continue to grow. In order to better delineate the effects, one first has to be clear about the problem. In this instance, we have growing pornography use (as evidenced by the growth in the industry, clinical practice, and prima facie empirical observations) and no reliable information about how and who is consuming this material. Thus, it is important to get a firm grasp on the patterns of usage, as this will assist immensely in designing better impact studies.

Literature Review

Introduction to Pornography Literature

Great quantities of research have been undertaken with the intent of understanding and explaining the effect that pornography, in its infinite incarnations, has on behaviour and attitudes (Linz, Donnerstein, & Penrod, 1987; Malamuth, Addison, & Koss, 2000; Zillman & Bryant, 1989). The difficulty and significant limitations of this body of research lie in the fact that much of it is conducted in a lab or a highly controlled environment, thus limiting the understanding of the impact of pornography to only what are utilized as the independent and dependent variables in an experimental design. More specifically, in these designs, one can only measure the degree to which the independent variable (the pornography *shown* within the lab in the context of the experimental design) influences individuals. This limitation completely negates the impact of previous pornography exposure, and more importantly, cannot account for childhood exposure to pornography and its possible effects upon development, and the interpretation of the pornographic material currently being shown. In addition, much of the research is harm focused, looking specifically at the types of potential harm that pornography may create. This exclusive "search for harm" necessarily excludes other effects that may be just as critical in understanding the phenomenon. For example, pornography is seen by some (Beggan & Scott, 2003) as a teaching tool that teaches individuals sexual techniques, yet this type of study is rarely undertaken. Within the traditional body of research, harm associated with pornography exposure has been operationalized as aggression against women, negative attitude changes, and the endorsement of rape myths. The difficulty of

studying harm operationalized in these manners within an experimental context is that, due to ethical constraints, a proxy for harm (the dependent variable) has to be employed (Donnerstein, et al., 1987). This pseudo measure (proxy) does not necessarily replicate real-life dynamics, again limiting the external validity of the findings. Frequently, a subject's willingness to administer electric shock has been used as a proxy for measuring sexual aggression, which is further meant to indicate the subject's probability of sexually assaulting a woman. How much electric shock one is willing to administer is taken to reflect one's likelihood of committing a sexual assault. For example, if the subject shown pornography administers a high degree of electric shock to the woman involved in the experiment, it is then extrapolated that this subject might be more likely than others (not shown pornography and who administered a milder shock) to commit a sexual offense. However, there is a substantial difference between electrically shocking someone in an experimental context, and committing sexual assault against a woman in the community (Fisher & Barak, 1989).

Rather than searching for harm alone, it may be more productive to examine how pornography informs thinking or behaviour in a more general way. Once the impact of pornography is better understood, judgements about its capacity to harm can be made in a more fair and balanced manner. If one insists on detecting harm, then more effort must be placed on examining real life effects, rather than pseudo measures. For example, qualitative research examining an individual's experience with pornography may offer some specifics on the potential harm of pornography (where no pseudo measure is required).

Perhaps the meaning of harm in relation to pornography needs to be expanded. Although not studied as indicators of harm within the traditional experimental studies, negative feelings about oneself, negative feelings about one's body, and relational issues are all potential areas to be explored when considering the relationship between pornography and harm.

Pornography Research With Women

Another significant difficulty with the pornography literature is the lack of women and girls in the research samples. One study that did involve women investigated the effect of pornography on women's self-esteem and on their endorsement of rape myths. Mayerson and Taylor (1987) found that, in fact, pornography consumption did affect women's self-esteem and their acceptance of rape myths. They conclude that pornography exposure has a general negative effect on women, but this effect can be mediated by a woman's degree of sex-role stereotyping. Wendy Stock (2002) conducted research with women in which she outlined some differences in pornography usage between men and women. She reported that women use much less pornography than do men. When asked about the frequency of pornography viewing within a year, the females produced a median response of "never" versus a male median response of "once a month". She also indicated that women use pornography differently: of the 34% of women who use pornography, 22% use it with a partner (18% of those willingly), 8.5% use it alone, and 3.4% use it with a group. This stands in contrast to the men sampled, who indicated that 39.8% used pornography alone (Stock, 2002). While these studies do not wholly describe the interactions and effects of pornography exposure on women, they are a good beginning. Overall, and for both males and females, there is still a great deal to learn about pornography and its effects on its consumers.

Pornography and Harm

There has been a long-standing community supposition that exposure to pornography is harmful, at least to the very young. This conclusion can be deduced from our litany of regulations surrounding the trafficking of all things sexual and our societal inclination to shield children from explicit sexual situations. This supposition not only presumes harm, but also implies a tangible relationship between exposure to sexually explicit material and an individual's sexual motivation (Byrne & Osland, 2000). This assumption may likely be traced back to Victorian heritage wherein, at least if Foucault (1990) is correct, we have supercharged sex through its suppression and regulation. Foucault would assert that it is through these regulations, restrictions, limitations and endless classifications, that sexuality is deployed:

Since the eighteenth century, sex has not ceased to provoke a kind of generalized discursive erethism. And these discourses on sex did not multiply apart from or against power, but in the very space and as the means of its exercise. Incitements to speak were orchestrated from all quarters, apparatuses everywhere for listening and recording, procedures for observing, questioning, and formulating. Sex was driven out of hiding and constrained to lead a discursive existence. (Foucault, 1990, p.32)

Our current legislation can in part be attributed to the research literature of the past forty years and in particular, to the 1983 Canadian Inquiry into Pornography and the 1985 Fraser Committee Report on Pornography. Although the conclusions of these

investigations were less than clear with respect to the causal impact of pornography, they likely had policy implications for movie ratings, the geographic zoning of strip clubs, and the selling of pornographic magazines – areas that are all highly regulated. It is crucial to keep in mind that any definitive knowledge with respect to the particular effects of pornography exposure remains elusive.

As far as the potential harm that pornography causes, social scientists have suggested a gamut ranging from a negative shift in attitudes (Check, 1995; Russell, 1993; Russell & Trocki, 1993; Zillman, 1989) to actually causing aggression against women (Dworkin, 1988; Donnerstein, 1984; Russell, 1993; Russell & Trocki, 1993; Zillman & Weaver, 1989). Desensitization has also been a suggested consequence of pornography exposure; Weaver (1987) found that the desensitization to sexual aggression against women was greatest not when exposed to violence or rape, rather it was found to occur when seeing women depicted as insatiable or involved with “nymphomaniacal escapades”.

It is not merely aggression and misogynistic attitudes that pornography is said to propagate; Zillman and Bryant (1988) provided evidence that one’s sexual satisfaction and satisfaction with one’s partner is highly influenced by pornography. They argued that following the consumption of pornography, individuals were less satisfied with their partner’s affection, physical appearance, sexual curiosity, and sexual performance. In a 2000 study, Clarke and Wiederman surveyed 239 students, 18 to 22 years of age, and found that, “Respondents were more likely to see a partners use of sexually explicit materials rather than masturbation as a sign of dissatisfaction with the original partner or

the sexual relationship” (2000, p. 133). This attitude was held by both the men and women in the study.

Other potentially negative effects of pornography have been detected and discussed in the research literature. Zillman and Bryant (1982, 1985) concluded that when an individual is exposed to a great quantity of pornography, that individual would then overestimate the number of people who engage in uncommon sexual practices (ie, anal intercourse, group sex, sadism and masochism, and bestiality). This shift in beliefs may play a role in altering behaviours insofar that if an individual believes that a sexual practice is common, he or she may be more willing to take part in that particular sexual activity.

In addition, Rachman and Hodgson (1968) illustrated that new sexual arousal patterns can be created by the pairing of an existing object of sexual arousal with a new stimulus. In 1968, they conditioned heterosexual men to be aroused by a boot, by pairing the boot with pictures of naked women. It was an exercise in classical conditioning. This seemingly simple exercise then leads one to wonder about the implications of pairing dehumanizing or violent content with traditionally arousing pornographic stimuli (such as nude women, fellatio, etc.). Through this pairing process, which occurs frequently in pornography, new and potentially deviant sexual arousal patterns could be created. Potentially, these new sexual arousal patterns could be further bolstered by a belief that other viewers or consumers of said pornography were also sexually aroused by the content. Norris (1989) and Byrne & Osland (2000) found that when individuals are told in advance that others like themselves found the

pornographic material very arousing, sexual arousal levels increase. It is not a stretch to imagine that if a male adolescent is looking at pornography, he will assume that other young men find the pornography arousing. This "increased arousal" phenomenon would be especially pertinent if the pornography in question had been recommended or shown by one adolescent to another.

Not all social scientists accept the connection between pornography and social harm. When examining the effects of Internet pornography on men's attitudes toward women, Barak, Fisher, Belfry, and Lashambe (1999) suggest that increased viewing of Internet pornography has no impact on men's attitudes toward women, their self-reported likelihood of sexually harassing a woman, and rape-myth acceptance. Further, they assert that "the amount of exposure to Internet pornography per se had no detectable relationship with the dependent measure of misogynist attitudes" (Barak et al., 1999, p. 63). In a similar vein, Padgett, Brislin-Slutz, and Neal (1989), using a variety of experimental designs, concurred that viewing pornography (at least the non-violent sort) does not promote negative attitudes toward women.

Large-scale studies have also been conducted to identify possible links between pornography exposure and sexual assault rates. The most famous of these studies is the 1985 Kutchinsky study, which looked at the sexual assault rates in Denmark following the liberalization of that nation's pornography laws. What Kulchinski (1985) found was that the rate for sexual assaults actually decreased following the more widespread availability of pornography, and he concluded that there was not a link between pornography exposure and sexual assault. In addition, when Milton (1999) examined

Japan's history as it related to the availability of pornography and the rates of sexual assaults, he concluded that there is no linkage between increased use of pornography and an increase in the rates of sexual assault. In fact, he reported that Japan's rate of sexual assault decreased following the shift in Japan that made pornography more readily available.

Historically, feminist theorists have taken issue with pornography, claiming that pornography is anti-woman and misogynistic (Dworkin & MacKinnon, 1999; Russell, 1993; Silbert & Pines, 1984). While many of these theorists have maintained their belief about the harm caused by pornography, other feminist thinkers have taken a new approach to understanding and interpreting the impact of pornography.

Over time, many feminist theorists have taken issue with the blanket condemnation of pornography, fearing that through this condemnation women's sexuality is also harnessed and repressed. While many of these theorists do not tacitly approve of all pornography, it is often seen as "no worse than a great deal of the rest of the patriarchal and misogynist culture which it reflects" (Rodgers & Wilson, 1991).

Some feminist supporters of pornographic freedom argue that sexual titillation or arousal in and of itself does not necessarily mean that an image is degrading to women. In a like manner, Alan Soble (2002) suggests it is the polysemicity of pornographic images that calls into question the traditional feminist critique of pornography – that all pornography is anti-woman. He argues that traditional feminist critics of pornography like Katherine MacKinnon and Andrea Dworkin, who argue that all pornography is misogynist in nature, are far too generalizing in their criticisms. Soble (2002) states that they fail to

account for the vast array of pornographic images and the interpretations of the consumers, especially when they make claims like, “pornography is the violent depiction of women”. “Not viewing pornographic images from the perspective of their users, the critics, both feminist and conservative, fill in the resulting epistemic vacuum with their own worst nightmares” (Soble, 2002).

Several meta-analyses have been conducted with the intent of definitively answering the pornography and harm question. However, as with the individual research findings, there is little consensus found among the meta-analytic studies. After analyzing 46 published studies from 1962 to 1995, Oddone-Paolucci, Genuis, and Violata (2000) suggest that the effects from pornography are in fact negative, linking pornography exposure to an increase in sexual deviancy, sexual perpetration, negative attitudes regarding intimate relationships, and an increase in the acceptance of the rape myths (misconceptions concerning rape such as: women ask for it, rape is a sex act and not a crime). Malamuth, Addison, and Koss (2000) are highly critical of the Oddone-Paolucci et al. meta-analysis and suggest that there is limited harm from pornography. In Malamuth et al.’s recent paper, it was concluded that Oddone-Paolucci et al.’s meta-analysis was faulty in that they misrepresented the studies by focusing on only one dependent variable as the measure for harm. Seto, Maric, and Barbaree (2001) also undertook an extensive meta-analysis wherein their quest was to ascertain the relationship between pornography consumption and an increased likelihood of committing sexual offences. They concluded that pornography exposure has no direct causal link to increasing the likelihood of committing a sexual offense; however, for those individuals already

predisposed to commit a sexual assault the effects of pornography are greater.

While studies concerning pornography's harm, or lack thereof, are plentiful, much less attention has been paid to children and adolescents, and the effect that pornography may have upon their lives (National Research Council, 2002; Ybarra & Mitchell, 2005). However, beginning around 2000, more research has been undertaken that examines the interactions between pornography exposure and adolescents. This revitalized interest is likely the result of the massive amounts of pornography that are now available to adolescents on the Internet.

In 2000, The Crimes Against Children Research Center (CACRC) at the University of New Hampshire conducted a Youth Internet Safety Survey. The surveys were completed by telephone with 1500 children and adolescents who were between 10 and 17 years of age. Ybarra and Mitchell (2005) reported on the data from this study. Without making any claims concerning directional causality, they found that adolescents who report intentional exposure to pornography on the Internet, also report more delinquent behaviour overall. In addition, they found that adolescents who intentionally view pornography (online or offline) report higher levels of depression and lower levels of emotional bonding with their caregiver.

Using grounded theory, Freeman-Longo (2000) postulated that children and adolescents who use sexually explicit materials online are at potential risk to develop sexual addiction, and sexually compulsive behaviours. Minimally, he concluded that children and adolescents viewing this material online are exposed to "incorrect information about human sexual behaviour and age inappropriate sexual materials" (p.

89).

In 2005, Peter and Valkenburg (2006) conducted an online survey of 745 Dutch adolescents and found that close to 71% of the male adolescents, and 40% of the female adolescents, had viewed some type of sexually explicit material within the last six months. The study did not query age of initial exposure, but it did examine some personality factors and demographics related to the frequency of exposure. Essentially, they found that of gender, age, race, ethnicity and religion, only gender played a role in predicting the frequency of exposure to sexually explicit material online. Males were more likely than females to look at sexually explicit material online. Peter and Valkenburg (2006), also examined some personality characteristics; they found that adolescents with a high degree of sexual interest, and adolescents who were more dissatisfied at home, sought out more sexually explicit material.

The relatively small body of literature examining the relationships between pornography and adolescents does not reflect a lack of researcher interest; rather it is the consequence of the limits of research itself. The feasibility of testing the effects of pornography on young people is questionable. There is much to be considered ethically before engaging in this type of study.

A journey through the literature on pornography and harm is murky at best and at its worst is more of a tug of war than a collective effort to reach any kind of "true" understanding. The attacks and counter-attacks found in the research papers do not always offer elucidation on the issue; rather they cast into doubt the reliability, validity and motivation behind their claims. It sometimes seems that one cannot study

pornography without a pronounced bias. Much is at stake and there are many researchers with very pointed agendas (Cowan & Stock, 1995). Joseph Slade (2001), rather tongue-in-cheek, sums up what is currently known about the effects of pornography: "Some pornography under some circumstances may affect some people in some ways some of the time."

Pornography, Power, and Economics

The impact of pornography cannot fully be appreciated without an understanding of its economic role. It may be easy and simplistic to assume that pornography is propagated so as to tax the lascivious, or to produce a product and then incite a demand for that which would otherwise not exist. Both of these arguments merit consideration, but if one were to factor in the historical meaning of sex and the sexual, particularly within an economic framework, then the economic function of pornography may hold new meaning. Thomas Laqueur (1995) argued that the role of sexual desire changed during the industrial revolution and the evolution of capitalism. He claimed that during this time, sexual desire was seen to be of value within the marriage (family) as a means of bolstering the work force through reproduction. All those elements that diverted sex outside of the family were viewed with a new level of suspicion, and were now seen as a social evil. Laqueur cites masturbation and prostitution as two examples of the means by which sex is taken from the family:

While masturbation threatened to take sexual desire and pleasure inward away from family, prostitution took it outward. Perhaps even more than masturbation, it broke the barrier between home and market, which, in much social thought, was regarded as the safeguard for human solidarities against the disintegrative forces of the market.

(Laqueur, 1995)

Bearing Laqueur's premise in mind, it is interesting to incorporate Foucault's arguments concerning the repressive hypothesis and the deployment of sexuality. In a

most simplified manner, Foucault (1990) argues that our contemporary beliefs about sexuality having been and being repressed are mythical, and that it is through our struggle against this "fictitious repression" that sexuality, with its multiplicity of discourses, has exploded. Foucault contends that those who battle to free sexuality construct more and more classifications and ossifications in relation to it, while they erroneously believe that they are stepping outside of the power dynamic through their noble aim of sexual liberation. Susan Griffin (1981) echoes Foucault's claims, and asserts that this alleged fight for freedom often gets taken into the pornographic sphere. "In the idea of the pornographic image we imagine a revolution against silence. We imagine that eros will be set free first in the mind and then in the body by this revelation of a secret part of the human soul" (Griffin, 1981, p. 1). Griffin recognizes the futility of trying to free sexuality from the power present in social relations.

By combining Laqueur's premise regarding the economic need to keep sex in the family and Foucault's concept of the pseudo sexual freedom fighter, one can begin to recognize a pattern. It is through this combination that an incitement to push the limits of sexuality becomes paramount. Our sexual hero then, in the interest of freeing sexuality from its shackles, strives to take sex out of its familial or reproductive constraints. The main difficulty with this process lies with the invariable futility of pushing sexuality to its furthest reaches. I contend that as every new level of supposed sexual freedom is reached, new boundaries and constraints become manifest. A sexual freedom fighter can never be satisfied that they have achieved pure sexual freedom. Thus, it is through the process of the vilification of the "other sex" (prostitution, masturbation,

homosexuality, and I would argue, pornography – all those sexual entities which may be outside of the traditional family and that do not promote a reproduction of the labour force), that invites the alleged nonconformers (the freedom fighters) into the battle and consequently, into the pornography ring. One may believe that through their entry into this fight, they can set aside the repressive power of society and engage in the act of freeing sexuality from its economic function of reproducing the labour force. This engagement is illusory. Foucault (1990) contends that there is a perpetual spiral of “power and pleasure” where it is through the act of transgressing the imposed or supposed limits of sexuality that one can derive pleasure: “The power that lets itself be invaded by the pleasure it is pursuing; and opposite it, power asserting itself in the pleasure of showing off, scandalizing, or resisting” .

A person’s refusal to be confined to a “sex-in-the-family role only” may indeed free themselves from those constraints, but they are merely exchanging masters. No longer is their sexuality driven by the needs of economic reproduction, they have now traded up, and I would argue are driven by the futile pursuit of freedom in the sexual realm. As Foucault suggests, those who choose this rebellious path can no more circumvent the power present in all matters sexual, than I can avoid power within this research. Further, through the will to fight sexual “repression” we are caught in a fictitious battle where the promises of tomorrow sustain our daring transgressions. If Foucault is correct about the endless deployment of sexuality vis-à-vis discourse and science, and I would add “pornographic goods and depictions” does it not follow that the content of these media will become broader and perhaps more extreme? How can one

transgress the repression of sexuality if the level of sexuality stagnates? Does it not require the creation of more “science” and “classifications”, as well as “evil” and “taboo” activities? Having premarital sex no longer makes one a freedom fighter – but perhaps a “porn queen” can still be understood as a transgressor of social norms. As Benedek and Brown (1999) suggest, the purveyors of pornography have deduced this. This process would also help account for how pornographic depictions have changed throughout the years, providing more extreme and varied depictions of sex. Laura Kipnis (1999) suggests:

Pornography’s very specific, very calculated violations of these strict codes (which have been pounded into all of us from the crib) make it the exciting and the nerve-wracking thing it is. These are the limits we yearn to defy and transcend—some of us more than others, apparently. (And of course taboos function to stimulate the desire for the tabooed thing *and* for its prohibition simultaneously). (p. 147)

While I may argue about the futility of looking for a path to sexual freedom, this contention in no way implies that I disapprove of, or don’t see the need for, changes within the sexual realm. Much has been gained by the struggles of those involved in changing the face of sexuality. In our culture, women have been freed, to some degree at least, to enjoy sex; gay and lesbian men and women have begun to see some changes in the law; and children’s sexual education has evolved to a place where at least some factual information can be shared. Laws, practices, and societal norms have shifted in response to those groups and individuals who have pushed the sexual boundaries.

And while there are still issues for which change would be beneficial, this does not preclude my contention that the quest for absolute sexual freedom is illusory.

The choices now available within the pornographic realm are virtually infinite. There are products that cater to almost every whim and fetish (Soble, 2002). This vast array of choices may well be the result of economic forces, for how can one pornographer compete with another if they are offering the same goods? Therefore, it is through specialization (often depicting extremes – the youngest, cutest, biggest, and sickest) that one can capture market share. This diversity within the pornography marketplace would seem like progress (at least to the regular consumers of pornography) as choices could be made that reflect an individual's specific tastes. This vast array of choices, however, may have some unintended consequences. Barry Schwartz (2003) argues that rather than increasing satisfaction levels, having too much choice in our lives can backfire and induce a sense of doubt and dissatisfaction. The worry that perhaps a better choice of product could have been made or the question "does this product *really* meet my individualized needs?" invariably arises. With respect to pornography, this doubt may compel the consumer to keep searching in a quest for the perfect pornography; the perfect subject engaged in better acts who may more perfectly meet their individualized needs. More crudely put, it may be the girl who perchance is somewhat younger, with somewhat bigger breasts, and engaging in more varied sexual acts. This quest creates a reciprocal role with the producers of pornography who can produce variations of pornography at a reduced cost with a good return on their investment (Lane, 2000). This reciprocal process may also help drive the

pornographic machine and can best be viewed in the sphere of Internet pornography or cyber porn. "Part of the captivation of cyberporn is that it allows images to be managed and categorized so readily, allowing the subject to assimilate and emulate a particular subject position while retaining the hallucinatory promise of fluidity" (Patterson, 2004).

As Patterson (2004) argues, the variety inherent in cyberporn does not promote individual sexual freedom, rather it limits and constrains the individual by way of pre-existing labels and classifications: "These buttons do allow for a kind of limited role playing, but it is one in which the exploration is always already constrained by a logic requiring instantly recognizable cues, cues frighteningly regularized under the dictates of maximum efficiency and maximum profit." The contractual relationship through which one enshrines his or her identity "I like assholes" or "golden showers" further cements one's cognitions concerning one's own sexual being. This cement further hardens into a sexual foundation when one pays for a particular niche. The financial exchange involved may transform a passing fancy into a sexual preference.

Primarily, the preceding authors are referring to adults when they speak about the interplay between pornography and consumers; however, this interplay intensifies when considering the implications for children and youth. Children lack the context and experience to adequately deconstruct or interpret graphic sexual imagery, thus making them more vulnerable to potential effects from the pornographic material.

The following section examines the concept of sexuality. Included in this examination is a critique of the essentialist understanding of sexuality, and a rationale for adopting a social constructionist position in relation to this concept.

Social Constructionism and its Relationship to Sexuality

While one's sex is determined merely by a strand of DNA within the Y chromosome, the determination of one's sexuality is not nearly so straightforward. There is much more ambiguity about whence our sexuality springs. Has it, as Freud (1905) suggests, been bestowed upon the human animal as a primary drive, sending us into preordained paths of copulation and reproduction, or is it merely a reflection of our lived world, language, and the choices we make with our bodies? In essence, these are the fundamental questions about the nature of sexuality.

With respect to sexuality, the prevailing ideology in the western world has centered primarily on an essentialist notion, wherein it is understood that our sexuality is hardwired into our being. Freud (1905), in his treatise on sexuality, is perhaps most responsible for this understanding, as he maintained that the majority of our development and behaviour were based on unconscious drives, and that most of the drives were sexual in nature. In addition, many essentialist notions are derived from evolutionary psychology and a Darwinian approach to understanding human behaviour, wherein sexual behaviours are seen merely as a means of survival and propagation of the species (Ketelaar & Ellis, 2000).

While those with essentialist leanings may grant that environment may influence the shape of our sexuality, they maintain a profound belief that fundamentally, it is fixed and determined. This understanding of sexuality is very limiting in that a determined drive is more difficult to alter, and it does not allow for enlightened change. A determinist understanding of sexuality provides a readily available excuse for a multitude

of sins including rape, aggression, adultery etc. Aside from limiting human possibilities, this notion of sexuality does not encapsulate the variations and meanings attached to sex, and subsequently to the idea of sexuality. I would argue that the essentialist claims concerning sexuality do not satisfy our contemporary understanding of the term, nor do they represent our diversity within the sexual realm, and at best, they are remnants of an antiquated way of explaining human behaviour. We are therefore in need of an alternative understanding of sexuality, and I would argue that social constructionism supplies us with a meaningful and pragmatic way of understanding this phenomenon.

Prior to employing a social constructionist perspective, it is imperative that one is clear about what is encapsulated within this approach. Social constructionism is not a clearly delineated and unified theory, rather as Gergen (1998) asserts, it is a collection of “variegated and overlapping conversations and practices that draw from various resources and with varying emphases and combinations”. Social constructionism as a theory or approach has evolved partly because of the dissatisfaction with modernity’s reliance on quantitative science and faulty foundational knowledge claims. In essence, social constructionism rejects any authoritarian claims to truth and the correspondence theory of language, and instead embraces the notion that meaning is created through language and lived experience (Gergen, 1998).

The idea that sexuality is socially constructed is not a novel suggestion (Weeks, 1986; Foucault, 1990; Simon, 1996) and like other social phenomena, its meaning is created within social relations. Jeffrey Weeks (1986), a contemporary social theorist, strongly argues in favour of a socially constructed understanding of sexuality. In his

opening remarks in *Sexuality*, he targets the essentialist claims regarding the naturalness of sexuality. He claims that we as a society have an "assumption which is deeply embedded in our culture; that our sexuality is the most spontaneously natural thing about us," (Weeks, 1986) and that the consequences of this entrenched belief cause great oppressions and unnecessary rifts in society. Further, he states:

It provides an ideological justification for uncontrollable male lust, and even therefore, for the fact of rape, for the downgrading of female sexual autonomy, and for the way we treat those sexual minorities who are different from ourselves, as well as for the more acceptable verities of love, relationship and sexuality. (Weeks, 1986, P. 14)

Weeks invites us to consider the possibility that sexuality is not innate, but rather acquired and/or learned through social experience: "Sexuality... is a fictional unity, that once did not exist and at some time in the future may not exist again. It is an invention of the human mind" (Weeks, 1986, p. 15). This argument is compelling on a very pragmatic level, as he suggests that what we understand as sexuality has no direct linkage with the natural world. He states, "All the constituent elements of sexuality have their source either in the body or the mind, and I am not attempting to deny the limits posed by biology or mental processes. But the capacities of the body and the psyche are given meaning only in social relations" (Weeks, 1986, p. 14). This is *the* critical argument for a social constructionist perspective of sexuality. Weeks has no intention of denying any physiological or biological drive that may exist in human beings, rather he is arguing that we give labels and meanings to these experiences (bodily sensations) through social

relations and language. Thus, while a reproductive instinct may be present (one that urges us toward copulation), this act only becomes sexual through a socially constructed process. Without social experience and the application of social meanings, copulation would substantively be no different than scratching one's nose. This social constructionist position is difficult to refute because first, it is not testable (no one lives outside the realm of social relations) and second, there is sound *prima facie* evidence to support it.

Week's view on sexuality is liberating; it allows for change, freedom, and hope. With his understandings, members of society are free to construct, create, and maintain the kinds of sexualities that are freeing and less oppressive. A social constructionist perspective recognizes the role and impact that individuals have in shaping their own cultural understandings and behaviours. If one's goal were to change the face of sexuality, it would be a less daunting task, knowing that it is social intercourse, as opposed to sexual intercourse, that would need to be altered. Where there is freedom, there is choice, and unfortunately, societal members are also free (through social relations) to maintain binding and oppressive sexualities in perpetuity.

Overall, the mechanisms through which our sexuality is created have received relatively little study when using traditional methods. That is not to say that our sexual behaviours, attitudes, and rituals have gone unexamined; rather, how we come into our own sexuality has received relatively little attention. However, feminist scholars have contributed substantially to this body of knowledge. Weeks contends that sexuality is constructed through various social processes, including kinship and family systems, economic and social organization, social regulation, and political interventions (1986). He

would argue that class, gender, race, and religion also play a significant role in shaping sexuality. How our sexuality is constructed warrants study and exploration, for it is with this examination that new understandings about who we are, at least in the sexual realm, may come to light. The following section discusses the processes by which one's sexuality is constructed.

The Construction of Sexuality

Sexuality, or at least intimate sexual behaviours, unlike other social phenomena such as education or communication, which are constructed through everyday, lived experience, remains the sole construct where live modeling is not routinely presented as a means of instruction or example (at least in the Western world). I do not mean to suggest that children and adolescents are not exposed to various elements that may contribute to their ideas about sexuality, for as Weeks (1986) and Simon (1996) suggests, economic and social organization play a large part in our thinking about sexuality, especially our mores concerning sexuality. However, in relation to the doing of "sex itself" there is less direct and live instruction (Roberts, 1983). Children may view their parents kissing and may hear discussions regarding sex, but they typically do not view a full sexual exchange. When speaking of the process through which children become sexual or the sexual scripts available for children, Plummer (1991) noted that it is the "scripting of absences": "With few messages or even 'emptiness' coming from the adult worlds, many children are left to sort out their scripts with peers, media or alone in secretive dark corners" (Plummer, 1990, p. 239). The implications of these absences may be far-reaching, as sexuality (at least as it is related to "doing sex") must develop through exposure to other media, such as television, peers, and pornography. A small thought experiment might make this clearer. Imagine for a moment you have arrived on another planet, and all dancing is done in private and considered a private topic. You never get to see the dancing (it only occurs in private between adults), you are often teased about what dancing might be like, and they show many films where people are

beginning to sway to the music, but they always stop short of showing the real dance. Classes in school teach dancing, but do so in an odd way – they instruct you on how your legs and arms work, and about who is suppose to dance together and why. They also tell you about how not to get cramps in your feet, and how to say “no” to dancing. However, you discover one day in your travels that there are some very special and secret movies that show *real dancing*. You take the opportunity to look at these movies and find yourself very excited by the thought of it. One day you find who you think is the perfect dance partner (at least that’s what the partners looked sort of like in your secret movies) and you decide to go forth and dance. As the music starts, you do your best to remember the steps you have seen, and to try to copy them as best as you can. Now you, too, are a dancer and can dance. If you hadn’t seen the movies, how would you dance? In a like manner, if we were not exposed (directly, or indirectly vis-à-vis a partner’s exposure) to sexually explicit images – how would your sex look? George Steiner specifically worries about the unilateral effect of pornography in this matter and he states:

It is in sexual experience that a human being alone, and two human beings in that attempt at total communication which is also communion, can discover the unique bent of their identity. There we may find ourselves through imperfect striving and repeated failure, the words, the gestures, and the mental images which set the blood to racing. In that dark and wonder ever renewed both the fumbings and the light must be our own. The new pornographers subvert this last vital privacy;

they do our imagining for us. They take away the words that were of the night and shout them over the rooftops, making them hollow. The images of our love-making, the stammerings we resort to in the intimacy come prepackaged... Natural selection tells of limbs and functions which atrophy through lack of use; the power to feel, to experience and realize the precarious uniqueness of each other's being, can also wither in a society. (1980, p. 325)

Sexual health education is routinely provided to students within the Canadian school system (Connell, 2005). Recently, the Canadian Association for Adolescent Health (CAAH) (2006) completed a telephone survey with 1171 youth (14 to 17 years of age), and found that the respondents were lacking in some important sexual health information (ie, information on how some common sexually transmitted infections are transmitted). They also noted that there were significant barriers to accessing sexual health information, as 62% of those surveyed indicated that they had encountered obstacles when attempting to get answers to sexual health questions. These findings raise questions about the adequacy of current sexual education efforts in Canada. Although this research did not evaluate how, or if, teens were receiving education about the "how to" of sex (ie, sexual technique), they did note that 31% of the respondents indicated that they felt uncomfortable talking or learning about sex (CAAH, 2006). Weaver et al., (2002), when examining home- and school-based sexual education programs in Eastern Canada, found that there was great variability in the sexual education for young people, but of special note, they found that the topic of sexual

pleasure and enjoyment had only been discussed in general terms or not at all.

Erin Connell (2005) evaluated Ontario's sexual education curriculum and noted that there was "insufficient attention paid to the discourse of desire" (p.253). She noted that the majority of sexual education in Ontario is concerned with morality and abstinence. Scant attention is paid to the pleasure of sex, and no mention is made of sexual technique that is aimed at pleasing oneself or a partner. Given this lack of information, youth are then left to their own devices to discover, or construct, their means to sexual pleasure. Pornography is an easy, available, and anonymous (albeit poor) source for this type of information.

Peers, pornography, family, and mass media are not meant to be an exhaustive list of the influences on the development of sexuality or sexual practices, for as Foucault (1990) suggests, sexuality is deployed through various mechanisms, some more subtle than others, but I would argue that these are the primary sources. There may in fact be no definitive method for accounting for the construction of one's sexuality; however, the compartmentalization of a single contributing construct may shed some light upon the development.

For this current research undertaking, I have selected to examine how pornography plays a role in the shaping of our sexuality. The construct of pornography was chosen for several reasons. First, on a *prima facie* level it seems most likely to contribute to the shaping of our sexuality in that it is the most direct modeling available to illustrate both the objects of desire as well as the technical basis of our "doing sex". Second, pornography, at least when compared to other possible contributing constructs,

is measurable (ie, it is easier to measure pornography use and exposure than historically record conversations with peers over a lifetime). Finally, pornography may well be the source of the other determinants (ie, peer conversations and beliefs about sex may well spring from one's pornographic education; likewise, the learning-through-doing hypothesis may well be traced back directly to pornography). It is my contention that within the developed world, there remain relatively few individuals who have not had direct exposure to pornography or direct sexual experience with someone who has had exposure to pornography.

Pornography's Contribution to the Construction of Sexuality

Given that pornography is the depiction of the idealized – for the most part, beautiful people doing what is supposed to be perfect sex – these acts, more than any other, may be represented in our consciousness in a less than realistic manner. While it is true that as members of a capitalist consumer society we constantly see “perfect” individuals portrayed in the mass media, we are also simultaneously bombarded through our everyday, lived experience with a multitude of less-than-perfect illustrations of people and their behaviours. With sex and sex acts, however, pornography is usually our only source of images. If one saw only films or magazines about swimming that demonstrated only the butterfly stroke, it would not occur to one that there is any other way to swim. And while sex education classes may illustrate body parts, they do not deal with positions, best ways to reach orgasm, etc. These things are not taught, and we are left with pornography as our sole tutor.

If one accepts the notion that sexuality is constructed through social processes (Plummer, 1991), then the mechanisms for said construction warrant further consideration. How do the social relations of the outside world (whether it be pornography or peers) influence and contribute to one's understanding of one's own sexuality and sexual behaviours? Typically, one is not directly instructed to: have a heterosexual orientation, be aroused by pictures of naked men, always kiss with the mouth open, etc. How, then, do these types of notions become internalized to the individual and then perceived to be natural? More specifically, how does our external exposure to pornography become internalized and taken to be *the way* people have sex.

As R. D. Laing (1969) suggests, the most effective form of hypnotism (persuasion) comes not in the form of a command, but in the form of a projection:

To get someone to be what one wants him to be, or supposes he is or is afraid he is (whether or not this is what one wants), that is, to get him to embody one's projections, is another matter. The best way is, within a hypnotic (or similar) context, not to tell him what *to* be, but to tell him what he is. Such attributions, in context, are many times more powerful than orders (or other forms of coercion or persuasion). (p.

11.)

Pornography is similar to a hypnotic suggestion. It is not the explicit pronouncement of the pornographic materials that order, "do as I do", rather it is the subtle suggestion of "this is how it is done" that carries far more subtle and persuasive power.

Several psychological processes may play a role in fixing the images of pornography into our cognitive schemas concerning sex. Zillman and Weaver (1989) suggest that several psychological effects may be at play when an individual is exposed to pornography. They suggest that the *availability heuristic* plays a significant role: "The *availability heuristic* asserts, essentially, that information that comes readily to mind as judgements are being generated, will have a disproportional influence on these judgements" (Zillman & Weaver, 1989). For example, if a man is considering approaching a woman sexually, his judgement will be informed in a disproportionate manner by the images most easily called to mind regarding these types of situations. If, in this instance, these images are all derived from recent pornographic depictions, his

judgement may be impacted by the values or images reflected in the recently consumed media. It is the easy retrieval of pornographic depictions from memory that produce the greatest effect on decision making.

What is it that brings pornographic depictions to mind first? Zillman and Weaver (1989) claim that there is another psychological force at play that accounts for this. They assert that the "vividness of events" (often present in a pornographic depiction) and the "emotional manifest of events" (sexual arousal would certainly apply) have great and influential impact. It is not merely the repetitive exposure to pornography that may influence one's development, but the boldness and emotional element of pornography that plays a strong role in shaping one's sexuality. This is especially true when juxtaposed with other sources of sexual information: "In forming impressions of others' sexuality, in estimating and judging aspects of their sexuality, these factors combine in giving pornography greater availability in memory and, ultimately, more influence than comparatively non-vivid verbal presentations of facts about sex" (Zillman & Weaver, 1989). In essence, it is the bold pictures, the strong emotional responses that are present in a sexually aroused state (Everaerd, 1988), and the fact that one can turn only to pornographic pictures when mentally conjuring up images of what sex looks like, that contribute to the cognitive construction of one's sexuality.

In a like manner, and within the confines of social learning theory, Bandura (1977) speaks of an "identification process" wherein one identifies with the images seen and anticipates a similar "reward" for similar behaviour. In this way, a man watching a woman enjoy being "fucked with a screwdriver" may anticipate giving pleasure to a

woman through a similar medium. With respect to pornography and its effect on one's thinking and internalization, it seems that a range of possibilities exist, from consciously planning to "copy a move", to the much more subtle and gradual acceptance of "this is how sex is done". While making an argument concerning the rather benign nature of most pornography, Norris (1989) asserted that the majority of pornography is not violent and looks very much like the types of sexual experiences that individuals report engaging in within their own lives. However, this argument rather bolsters the notion that there is a reciprocal relationship between pornography and sexual behaviour. Pornography may assist in creating images and these images may in turn fuel behaviour.

While I may liken pornography to hypnotic suggestion, I do not mean to imply that a puppet master or hypnotist is explicitly controlling how our sexuality is portrayed, or that someone has a grand design about shaping our internal thinking about sex. It is a back-and-forth process (a feedback loop) wherein one domain (our construction of sexuality) is influenced by the other (pornographic depictions), and vice versa. This falls much in line with the idiom of life imitating art and art imitating life, or on a more theoretical level of systems theory, where a morphogenic process leads to a developing system (Rodway, 1986). Laing (1969) also speaks about this interactive process:

One's body is of unique significance because it is the range for "introjective" mappings from all domains: and these introjective sets provide a "pool" for projections in turn to any domain, from which reintrojections and re-reprojections and re-re-projections and re-re-re-introjections, can be, and are, carried on, possibly without end. (Laing,

1969, p. 44)

Researchers in media studies have also put forth a notion concerning the reciprocal role of media content and the viewer. Ward (2003) noted in her meta-analytic study of media effects that there is a bi-directional relationship between exposure and social attitudes.

Other social thinkers have also incorporated a similar type of analysis into their thinking. Louis Althusser (1970) introduces the concept of interpellation, which underscores similar philosophical constructs. Althusser suggests that it is from within ideology (and it's impossible to be outside of ideology) that one becomes a concrete subject. Pornography itself enshrines one ideological form; thus, when one becomes a subject in response to or congruent with this ideology, one is recruited further into this ideological relationship. Therefore, it is through repeated exposure to pornography that its meanings are internalized and interpellated.

In the field of communications, cultivation theory has been proposed as a means of understanding how various media impact on an individual's functioning. According to Gebner (2002), cultivation theory holds closely to two premises concerning media effects: "(1) mainstreaming, in which dominant cultural messages come to be taken as true, even if they are not and; (2) resonance, in which media messages that resonate with one's own experiences have a very strong impact on the viewer" (Thornburgh & Lin, 2002, p. 148). Essentially, cultivation theory suggests that media exposure promotes the development of schemas or beliefs about the world based on the repetitive exposure of individuals to these ideas or behaviours in the media (Gunter, 2002). Scripting theory is another theory used to account for the social construction of sexuality (Gagnon & Simon,

2005). Scripts are developed through cultural, interpersonal, and intrapsychic mechanisms and provide the roles and means by which people operate on a day-to-day basis (Simon, 1996). Simon (1996) suggests that cultural scenarios create scripts which can provide an outline of how to live and, specifically, how to perform sex. Pornography can be understood to be one such cultural mechanism through which sexual scripts are developed and rehearsed.

If these theories are correct, the implications for pornography exposure are worrisome. Faced with no other presentations or conceptualizations regarding sexual activities, children or adolescents may come to believe that pornographic depictions of sex are "mainstream" or "true" and they may use these presentations as their sexual scripts for the future. This is troublesome owing to the content of pornography; for we find few, if any, positive or egalitarian messages about women within the confines of this medium and the sex acts depicted, despite appearances, are generally less than satisfying for women.

Methodology

Purpose of Research

The primary purpose of this current research project is to meticulously describe pornography exposure and use in children and young adults. Who is using it, what they are viewing, how they get it, where they have seen it, and when they first had exposure, are all queries to be explored. In addition, it is my hope to provide a good foundational information base from which potential causal relationships can be proposed, and later tested. It is only once some basic descriptions and relationships of association are established that various hypotheses can be contemplated and tested.

In addition, a linear model will be tested to better ascertain the relationships between early pornography exposure, later pornography use, and subsequent sexual behaviour.

Hypotheses

Given the nature of the research question (descriptive and exploratory), a particular hypothesis will not be offered. However, in consideration of the literature at hand, my clinical experiences working with children and adolescents, the prevalence of pornography in contemporary society, and the ease of accessibility to said pornography, there are several working hypotheses that can be explored:

1. The majority of young adults surveyed will have been exposed to sexually explicit materials prior to their 16th birthdays.
2. Those individuals who have been exposed to more varied types of pornographic sexual depictions will engage in more varied sexual behaviours and be aroused by a more varied source of sexual behaviour.

Linear Model

Potential Predictors of Early Pornography Exposure	Age and Circumstance of First Exposure	Variety and Frequency of Pornography Use	Variety of Sexual Behaviours and Sources of Sexual Arousal
Questions 1 = gender 3 = country of birth 4 = mother's country of birth 5 = father's country of birth 6 = religion 7 = religious practice 8 = mother's religion 9 = father's religion 10 = mother's education 11 = father's education 12 = mother's occupation 13 = father's occupation 14 = family income 15 = mother's marital status 16 = father's marital status 18 = mother's or mother substitutes 19 = father's or father substitutes	Questions 20 = age one first saw pornography 21 = medium of first pornography exposure 22 = source of first pornography exposure	Questions 23 = history of pornography exposure 24 = current use of pornography	Questions 26 = history of sexual behaviours 27 = sources of sexual arousal

This linear model is constructed to illustrate the possible directions and relationships of the variables under study.

Epistemological Frame

In an attempt to measure the extent, to which children and adolescents have been exposed to pornography, a survey was implemented. This research study is exploratory in nature and there is no suggestion that any definitive causal models are sought. The examination of pornography use is meant to illustrate how much and what type of pornography is being used, by whom, and when and where the users began to use it. A secondary purpose is to bring to light heretofore unknown relationships (descriptive associations) that may exist between pornography exposure and the development of sexual behaviours and attitudes among those surveyed.

Given the social constructionist theoretical position, it may seem somewhat peculiar to methodologically select what can be construed as a traditionally empirical and quantitative method. However, one's theoretical orientation does not necessarily have to predetermine the methods employed. This research is influenced by the critical modernist who maintains the "modernistic commitment to rationality, critique and evidence, but listens to and learns from its postmodern other about mediation, the fallibility of reason, the nefarious political uses to which reason is often put, and the pathology of the modern" (Marsh, Caputo, & Westphal, 1992). Thus, while using traditional quantitative methods, a critique will accompany the analysis, and the limitations of such methods will be delineated.

As for methodology, some comment concerning the epistemological positioning of the researcher is warranted. Epistemologically, I will take a critical modern stance and invoke the rules concerning truth claims that govern said position. The principal

differences between the modern and critical modern notion of truth rest within their relational properties. Modern truth, once established, stands alone or rests solely on foundational knowledge. Critical modern truth is true in relation to other propositions, and time and space particularities. It is this type of truth which I hope to establish. In a sense, it is a contingent truth, which rests not on solid foundations, but on an interconnecting set of other established, yet contingent truths. These other truth propositions are also true in relation to others and the relational process carries on ad infinitum. This sense of relational truth is known epistemologically as a coherence theory of truth (Everitt & Fisher, 1995). Therefore, my findings will be limited to specific time and space particularities, and no generalized or universal laws will be generated from the data.

Social Location

I come to this research project divided. I am intellectually committed to a quantitative methodology, yet recognize the limitations of this paradigm to capture the nuances and authentic meanings in life. I can also keenly appreciate the tension between the need for the utmost impartiality when executing a quantitative research study, and my thoughts and feelings about pornography exposure in children. While doing my utmost to maintain neutrality, (holding true to methods helps), the questions I explore, and the ways and means in which the findings are presented, seem to reflect my beliefs about the less than positive effects of pornography exposure on children. My beliefs concerning the negative effects are not arbitrary, for they are well grounded in my experience.

In my capacity as a social work practitioner, I work every day with children and adolescents who have been profoundly affected by sexual abuse (either as perpetrators or victims). Pornography often plays a role in the narratives of these children. However, I have little in the way of established theory to help me interpret to what extent pornography contributes to the meanings or behaviours in their lives and yet, based on their stories, I am certain that linkages exist.

It is clear based on the items queried within the questionnaire, that I held a belief about the relationship between early pornography exposure and harm. Although I had intended to be as neutral as possible in this exploratory study, my biases were evident. The tone of the thesis distinctly shifts once detectable and relatively strong relationships were found in the data linking early exposure to potentially negative

outcomes (ie, early exposure to pornography and its relationship to sexually offensive behaviours). The less than neutral tone somewhat detracts from the exploratory nature of the work.

This research project also has a personal connection for me. As a woman, I live in a world where women on a daily basis are subjected to oppression and a continuing barrage of negative portrayals and images. I am not immune to these repetitive representations of women and quite frankly, I don't like them. I don't know to what degree women are limited by these images, and I can barely imagine a world without them – but I would like to try. This wish does not mean that I endorse censorship; rather it is an idealized wish in which I hope that a society can be constructed where there exists no desire to portray women in a derogatory or one-dimensional manner.

I am also a mother who must find a way to assist my children in navigating and negotiating with the endless litany of sexualized images. I struggle with how best to prepare and immunize them from the potential negative effects – not just those images from pornography proper, but from advertisements, music videos, and various mainstream entertainment sources.

Method

Design

Survey research was chosen for this project as it lends itself well to the descriptive nature of the research question (Rubin & Babbie, 1993). The process began with a pretest of the instrument wherein the proposed survey was administered to four individuals. The aim of this pretest was to ascertain the face validity and the functionality of the instrument. From the outset, these four participants were aware that they would be asked for feedback about the instrument. They were also instructed, given the small number of participants in the pretest phase, not to disclose real or personal information because the anonymity of the data could not be guaranteed. (For more details, please refer to the Pilot Study section on page 85.

Following this testing, and the resulting adjustments to the measure (a cross-sectional survey), using anonymous, self-administered questionnaires was dispensed to approximately 450 individuals from two postsecondary educational institutions in Ontario, Canada. It was the intent of the measure to establish descriptive associations between pornography exposure and sexual behaviour.

Although the intention of this method was to begin the process of discovery of the relationships between people and pornography, a problem related to social location arises. It becomes exceedingly difficult to have a clear understanding of the interaction between pornography and people who come from and live in a culture continually exposed to sexually explicit material and images. The questions posed and the interactions sought are predicated on supposed relationships. However, as a researcher

living in the context of that which I am studying, perhaps the most blatant and obvious questions are to me imperceptible. As Foucault suggests, "It is from within these rules that we speak... it is that which gives to what we can say and to itself, the object of our discourse – its modes of appearance, its forms of existence and coexistence" (Smart, 1985). While my social location may limit my scope of enquiry, it also allows me direct access to the phenomenon under study. Thus, rather than understanding my immersion in the culture under study as an impediment, my participation within this culture perhaps allows for a broader depth of understanding. While my social location may be limiting in some manner, it allows a closer look at the relationships under study and a more critical gaze at the potential meanings behind detected relationships.

The survey measure itself was based in part upon my own knowledge and experience of pornography. I made a point of briefly (but without a recognized method) surveying the pornography available on the Internet and in magazines. The purpose of this brief examination was to help ensure that the items used within the measure were somewhat reflective of available mainstream pornography. The social demographics used in the survey were loosely based on the model employed in the Statistics Canada Census Survey. The other items in the questionnaire were generally exploratory and related to the concept of sexuality. Sexual behaviours, sexual attitudes, and sources of sexual arousal were all queried. The construction of these particular items were, in part, based on my clinical experiences with adolescents. Detailed sexual histories are taken when completing a risk assessment for adolescents who commit sexual offenses, thus the content for the items on sexual behaviour were based in great part upon the cumulative

sexual narratives of hundreds of adolescents (albeit from a clinical population). In addition, the questionnaires were circulated among some of my colleagues (who also work with young adults and adolescents) and feedback was sought and received. Several additions (ie, asking about telephone sex or pornographic video games) were added as a result of this process.

Data Collection

It was the intent of this researcher to survey 800 first-year students from across Ontario representing urban, rural, technical, and academic students. To this end, several colleges and universities were contacted. Several institutions declined, citing internal policies that would preclude the type of in-class data collection proposed. Fortunately, Wilfrid Laurier University has a "mass testing" component incorporated into its first-year psychology program that provides researchers potential access to hundreds of first-year students. This measure of pornography exposure (see Appendix D) was thus included in the fall 2004 mass-testing package. In addition to Wilfrid Laurier, the Humber Institute of Technology served as a research site. Letters were sent to department heads to obtain consent to approach particular faculty members (see Appendix C). These letters were followed up with phone calls and e-mails to finalize details.

The questionnaires were distributed and collected somewhat differently at each institution. The "mass-testing" procedure at Wilfrid Laurier had students completing a large package of measures that was distributed to them within their large auditorium setting. Following the mass-testing procedure, the participants were asked to deposit their questionnaires in a box at the front of the auditorium. It must be noted that along with informed consent document, the students at Wilfrid Laurier were given a verbal caveat concerning the graphic and sexually explicit content of this measure.

The Humber students had their measures delivered to them by this researcher during their regular class time. Although the instructors were aware, and had agreed to have their students participate, not one of the six instructors had notified their class that

a researcher was coming. In all, seven classes were visited at the Humber institution including chemistry, architecture, civil engineering, and automation. All of these classes were at the first- or second-year level. Following a brief description of the research, and the details related to informed consent, the packages were distributed to the students.

Students at both institutions were alerted to the explicit sexual content contained in the measure and were warned that the contents could potentially be disturbing.

The debriefing sheet (see Appendix G), which provided resources to the students should they have been disturbed by the contents of the research, was included at the back of every measure, and students were invited to keep this resource material. The resources provided were particular to their communities and were pertinent to issues likely to arise in response to the contents of the measure. The resources included school counselling services, local rape crisis centres, and 24-hour hotlines that served their particular geographical area. It was imperative that resources be available to both men and women and as such, gender-specific resources were included in the community support lists.

While specific response rates were not recorded at each site or classroom, a careful count of the number of surveys distributed allowed for an accurate recording of response rate. Table 1 illustrates the response rate for this survey.

Table 1. Pornography Survey Completion Rates at Humber College and Wilfrid Laurier University

Institution	Number of Surveys Distributed	Number of Refusals	Number of Unviable Surveys	Completion Rate
Wilfrid Laurier	334	17	8	93%
Humber Institute of Technology	164	29*	7	79%
Overall combined	498	46	15	88%

* Of the 29 refusals, 21 came from a single class where a time-limited lab exercise was underway – within this classroom, all but three students refused the survey and the three who accepted it did not fully complete the measure.

Detailed demographics will be sought within the content of the survey and this will assist in evaluating whether or not the survey is representative of college and university students across Ontario. Educational institutions were selected from both a densely populated urban area (Toronto) as well as a more moderately populated city (Waterloo) in South Western Ontario. In addition, Humber College was selected due to the racial and ethnic diversity of its student population.

Operational Constructs and Measurement

It is important to note that for the purposes of this research undertaking the concept of pornography will not specifically be defined or delineated within the content of the measure. This is a deliberate choice to allow for the subjective understanding of “pornography” to be used by the participant. Essentially, the subjective understanding of the term is the image or idea that an individual conjures up when they hear the word. Benedek and Brown (1999) comment, “So subjective as to exist almost entirely in the mind of the beholder, pornography appears to defy classification, yet everyone ‘knows’ it as a ubiquitous phenomenon, distinct from other forms of expression” (p. 236). One may object to this lack of a particular definition on the grounds that individuals have different understandings of the term “pornography”. However, if specific and detailed indicators were provided for the definition, we would again be faced with a similar dilemma. For example, whether we defined pornography as violent or degrading sexual contact, individuals would also have different understandings of those two terms and the provision of definitions would have to go on indefinitely. Wittgenstein (1958) comments on this dilemma:

But is there only *one* way of taking the word “colour” or “length”? – Well, they just need defining. Defining, then by means of other words! And what about the last definition in this chain? (Do not say: “There isn’t a last definition”. That is just as if you chose to say: “There isn’t a last house in this road; one can always build an additional one (p. 14e).

Therefore, the term "pornography" in this research is operationalized by means of two processes or methods: 1) The descriptors given in the measure (ie, rape, bondage, and cum shots) give an ostensive definition by citing examples of what is meant as an example of pornography, and 2) we are relying on the common understanding of the term. This understanding is derived from its everyday use in the language: "For a large class of cases – though not for all in which we employ the word "meaning" it can be defined thus: the meaning of a word is its use in the language" (Wittgenstein, 1959, p. 20e).

Like pornography, sexuality is difficult to define. Within sexology literature, the term is frequently used without an explicit definition. William Simon and John Gagnon have written treatises on sexuality, detailing the means by which sexuality is constructed, yet a definitive definition of the term is often absent from their writings. Instead, they present ideas that either stipulate what sexuality is not (negative definitions), illustrate the ways in which it is constructed, or speak of sexuality as an ever-evolving term. An example of this is: "The most important permanent truth about sexuality is that there may be no important truths about sexuality that are permanent" (Simon, 1996, p. 142). Foucault (1990), too, attempted to explicate and understand the concept sexuality. It is interesting to note that he also, at least in part, invoked the negative while defining the term.

Sexuality must not be thought of as a kind of natural given which power tries to hold in check, or as an obscure domain which knowledge tries gradually to uncover. It is the name that can be given to a historical

construct; not a furtive reality that is difficult to grasp, but a great surface network in which the stimulation of bodies, the intensification of pleasures, the incitement to discourse, the formulation of special knowledges, the strengthening of controls and resistances, are linked to one another, in accordance with a few major strategies of knowledge and power. (Foucault, 1990, p. 106)

In *Postmodern Sexualities*, Simon (1996) devoted an entire chapter to defining sexuality, yet managed to avoid actually saying what it is. We speak of sexuality as though it were a possession; "my sexuality", "women's sexuality", and "Native Somoan sexuality." What is this sexuality, that given the nature of the apostrophe and the possessive sense, seems to belong to a person? It is thought to belong to a body, but how did this assumption or understanding of ownership arise? Is sexuality substantively different from consciousness, or from an arm – is it possible to pick up and discard, or is it necessarily tied to ontology? Theoreticians from many disciplines have struggled to come to a clear meaning for the term.

Although not presented as an official definition, the World Health Organization (WHO) has been utilizing the following as a working definition of sexuality:

Sexuality is a central aspect of being human throughout life and encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction. Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships. While

sexuality can include all of these dimensions, not all of them are always experienced or expressed. Sexuality is influenced by the interaction of biological, psychological, social, economic, political, cultural, ethical, legal, historical and religious and spiritual factors.

World Health Organization (2002)

It is interesting to note that the WHO has seemingly integrated an essentialist and social constructionist understanding of the term. The essentialist component is evident in the universal claim concerning “the central aspect of being human” while their social constructionist understanding is reflected in their acknowledgement that sexuality is constructed through multiple processes.

It seems that the most plausible definition of sexuality, at least for the purposes of this research, borrows ideas and concepts from a variety of sources. This definition pays homage to the “pleasure principles” of Foucault (1990) and the scripting elements from Gagnon and Simon (2005).

I define sexuality as the internalized rules, codes of behaviour, conduct, sense of identity, wishes, and desires that are socially constructed (through social experience with family, institutions, media etc.) coupled with one’s capacity for, or the experience of, arousal, paired with the cognitive desire for another (it necessitates past experience, future projection and imagination). I would argue that the wish “I would like to be with that person/animal/object in a sexual way” plus a past experience of arousal is indicative of sexuality. The term arousal in this instance is meant to signify a physiological state that may involve a quickened heart rate, more blood flowing to the

genital region, perhaps vaginal secretions or an erect penis, and frequently, pleasure.

I contend that a sexuality can only be claimed when there has been an experience of arousal, and a simultaneous or consequent cognitive pairing of this state with the desire for another. However, neither of these states (arousal or desire) need exist in the future to maintain one's status as having a sexuality. Once one's conceptual pairing of these two experiences is established, it can be said that a sexuality is manifest, as one is cognizant of how an aroused state is related to contact and desire for another.

Contrary to many authors and researchers, sexuality is neither innate, nor present at birth. The how or what we are attracted to (and associated rules and norms) rest solely on socially constructed phenomena – as does the meaning of sexuality itself. This does not imply that an instinct does not exist that propels one toward procreation, nor does it suggest that the experience of arousal is anything other than an innate physiological state. What it does suggest is that the pairing of the aroused state with particular people/animals /objects or activities is the result of the interpellation of social experiences and consequently social meanings.

The preceding definition best fits with the purposes of this research for it acknowledges the historically contingent processes related to the social construction of sexuality, while simultaneously recognizing the bodily elements present in sexuality. Given that pornography was defined as material intended to increase sexual arousal, and sexual arousal has been defined as a necessary (but not sufficient) condition of sexuality, the two fit well together. In addition, these two definitions are

complimentary in that pornography can be understood to be a source that contributes to the social construction of sexuality.

Operational Constructs

Demographics

Typical demographics were used as a means of obtaining a comprehensive picture of the sample. Constructs to measure class as well as race and religion were employed to better capture the whole of an individual. It would have been helpful to include measures associated with activity levels, family strength, and sociability to have a more complete picture of the students, but due to time limitations, these variables were not included. The following is a list of demographic measures included in the survey:

- Gender
- Ethnicity
- Parental ethnicity
- Religion
- Adolescent rate of religious practice (the number of times attended religious institution at age 15)
- Parental religion
- Parental education
- Parental occupations
- Family income
- Marital status
- Siblings
- Family stability (number of parent figures or parent substitutes)

Sources of Pornography

It was important that the source of pornography be described insofar as it may be the determining variable for later pornography use. For example, pornography shown to you by your father likely has a far greater impact than pornography shared with you by a peer. The following were included in the assessment as sources of pornography:

- Friend (both opposite and same gender)
- Sibling
- Parent

- Other relative
- Self
- Other

Pornography Media

When describing pornography, use one has to be cognizant of the medium of the pornography. Including a detailed description of the medium is also pertinent, especially in light of the quickly evolving technological shifts. Should a replication of this study occur, modes of transmission could be compared and contrasted. The media under consideration were as follows: movies, Internet, magazines, books/print, and to some degree, television. It is important to note that 30% of first pornography exposure occurred via television and was listed as one of the potential sources. However, in later parts of the measure (please see section 24 of the survey), namely where the specific pornography types are queried, it was broken into three categories: books or magazines, Internet, and movies or videos, where subsequently, the content of what has been seen on television is not adequately delineated. Below is a list of pornography media included in the survey;

- Magazines or Books
- Internet
- Video/DVD
- Videogame
- Television
- Have not seen any

Pornography Types

It was imperative that descriptors of pornography were given, as this helps to illuminate the meaning of the term and to delineate correlations between what has been seen and later sexual behaviours. The list below includes those descriptors of

pornography included in the study:

- Naked men or women alone
- Men and women involved in sexual activities
- Women and women involved in sexual activities
- Men and men involved in sexual activities
- Women and animals
- Men and animals
- Women and objects
- Sex acts with bondage, chains, restraints
- S & M (the intentional infliction of pain)
- Children under 12 years alone (nude)
- Children under 12 years involved in sexual acts with adults
- Rape of women
- Rape of men
- Fetishes (ie, feet, diapers, etc.)
- Oral sex
- Anal sex
- Cum shots
- Cartoons of sexual acts

Exposure vs Consumption

Variables were contained in the measures that were intended to capture one's initial exposure to pornography as well as ongoing usage:

- Age one first saw pornography
- Frequency of pornography viewing in the last six months
- Hours per week of pornography viewing

Financial

There was one question in the measure meant to account for how much money the participants have spent on pornography:

- How much have you spent per month on pornography?

Sexual Behaviours

Specific sexual behaviours were investigated by means of description. In addition

to describing the sexual activities, one's desire to participate in this activity in the future was also gauged. This was accomplished by asking, "Would you like to try this activity in the future?" For sexual activities that involve a partner, the age at which the participant first engaged in these activities with same-sex partner and opposite-sex partner, were also asked. The following lists the descriptions of sexual behaviours included in the study:

- Calling a 900 sex number
- Having sexual contact with an animal
- Dressing in clothes of opposite sex (for sexual purposes)
- Masturbating
- Masturbating to pornography
- Watching someone undress without their knowledge
- Watching people on their web cams (for sexual purposes)
- Attending a strip club
- Using pornography with a partner (to enhance enjoyment)
- Chatting in a sex chat room
- Telephone sex
- Paying someone for sex
- Getting someone to have sex with you using threats
- Getting someone to have sex with you using violence
- Getting someone to have sex with you using bribes
- Kissing with your mouth open
- Having my breasts/chest touched
- Feeling someone's breasts/chest
- Having my genital area touched
- Touching someone's genital area
- Giving oral sex
- Getting oral sex
- Giving anal sex
- Getting anal sex
- Having sexual intercourse
- Using urine or excrement during sex
- Using some type of role play during sex
- Having sexual contact with more than one person at a time
- Convincing someone to have sex with you
- Using some type of sex toy during sex
- Using some kind of bondage during sex

Sexual Arousal

Sexual arousal levels were included in the measure to help delineate connections between pornography exposure and current sexual arousal levels to various sexual activities. A ten-point arousal scale was used that contained descriptive cues above the scale beginning with "1" – not at all aroused, "5" – moderately aroused, and finally, "10" – highly aroused. This scale included the following items:

- Three people involved in a sexual activity
- Two women having sex together
- Two men having sex together
- Using bondage during sexual contact
- Having sex with children
- Having sex that involves some violence or force
- Having sex with animals

Sources of Sex Education

The participant's sources of sexual education were queried, and several possibilities were offered as potential sources. In addition, sources for sexual technique were also questioned:

- Learned about sex from classes at school
- Learned about sex from friends (opposite sex and same sex)
- Learned about sex from parents
- Learned about sex from siblings
- Learned about sex from pornography (Internet, DVDs, or magazines)
- Learned about sex from nonpornographic books or Internet
- Learned about sex from partner (girlfriend/boyfriend)
- Learned about sex from sexual abuse experiences
- Learned about sexual technique from classes at school
- Learned about sexual technique from friends (opposite sex and same sex)
- Learned about sexual technique from parents
- Learned about sexual technique from siblings
- Learned about sexual technique from pornography (Internet, DVDs, or magazines)
- Learned about sexual technique from nonpornographic books or Internet
- Learned about sexual technique from partner (girlfriend/boyfriend)

- Learned about sexual technique from sexual abuse experiences

Values and Cognitions Regarding Pornography

A section was also included that was meant to reflect particular beliefs and values about pornography and pornography use. A five-point scale was used that allowed participants to rate their agreement with various statements. The scale ranged from strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree.

The following is a list of statements used in this section of the survey:

- I have learned sexual technique (ie, how to please my partner) from seeing or reading pornography
- Pornography use is morally wrong
- Pornography is a good source for learning about sex
- Children under 12 should be allowed to see some kinds of pornography
- Pornography has taught me some new ways to have sex
- I plan to look at pornography in the future

Parental Use and Response to Pornography

A section on parental use of pornography was included in the measure to uncover possible relationships between parental use and adolescent use or early exposure. Parental attitudes were also queried to determine their potential effects on adolescent pornography use:

- My father/mother approves of my seeing pornography
- My father/mother does or used to look at pornography
- I have been in trouble for using pornography

Other Variables

At the end of the measure, some questions pertaining to general history and behaviour were included:

- I have been accused of touching someone without their consent
- I have been sexually abused
- No one really knows how much pornography I look at
- I have been diagnosed with an STI
- I know people who have used prostitutes

Pilot Study

A brief pilot study involving four individuals was undertaken to ascertain the relative levels of both face validity and content validity of the measure to be used in this study. This pilot was also administered to establish approximations regarding the time required to complete the measure. This pilot used the measure shown in Appendix E. The participants were given the measure and asked to complete the information. They were instructed not to provide revealing or potentially embarrassing information as anonymity could not be guaranteed based on the small sample size. The participants were then asked to comment about the general ease, or lack thereof, in reference to completing the measure.

With respect to validity, all four of the participants were asked their thoughts about the questions posed and whether they believed that the range of pornographic depictions had been covered. In all four instances, the participants indicated that they believed that the topic had been well covered. There was one question concerning the public's knowledge of sexual matters, and this participant worried that individuals might not be familiar with the sexual terms "fetish" or "sadism".

With respect to the ease of completion, two participants commented that within the Pornography Exposure section (question 23), the medium of exposure was not entirely clear. To correct this, large and bold title pages were added to highlight the medium under scrutiny. Specifically, the participant was not sure what was meant by the medium when filling out the form. In addition, two of the participants were asked to fill out the initial version of the Pornography Exposure section (question 23) and provide

feedback (please see Appendix E). As anticipated, both participants indicated that they had great difficulty in coming up with a specific age to indicate when they were first exposed to a particular type of pornography. Thus, changes were made to the final version that involved categorizing the age ranges. These changes were meant to increase the ease with which the measure could be completed.

There was a moderate range in the time it took to complete the measure. The shortest time was 13 minutes, followed by 16, 17, and 19 minutes. Based on this brief sample, it is likely that for most individuals, the measure will take approximately 15 to 20 minutes to complete.

Limitations

There are limitations associated with research of this nature. The first set of limitations is similar to those that would be found in any quantitative undertaking, and relate to depth and meaning. Although the proposed study will be able to illustrate when and to what type of pornography one has been exposed, it cannot account for the meaning that this exposure had for an individual (ie, did the exposure result in fear, arousal, curiosity, etc.). In addition, the connections between one's lived life and one's own use of pornography can also not easily be delineated. For example, has pornography use affected interpersonal relationships or thoughts about oneself? Thus, depth and meaning are highly sacrificed for the cost of precision.

The other set of limitations is linked to the capacity of generalizations following the completion of the study. If the sample were drawn from the population as a whole, the confidence with which one could generalize would be much greater. However, given the design, one can – at best – say that one may find similar findings in a similar population, or say that the data can only apply to those students at those institutions. Findings may be limited to individuals with a certain socioeconomic status (SES) or those who have pursued higher education. Wholly marginalized groups will likely be excluded from the analysis, (ie, homeless, new immigrants, or those individuals with substantial mental illness).

In addition, social desirability bias (Rubin & Babbie, 1993) may play some role in the self-report element of the questionnaire. Individuals, although guaranteed anonymity, may still be reluctant to acknowledge how much or to what types of

pornography they have been exposed. They may be even more reluctant to acknowledge their ongoing use of such materials. Thus, an underreporting bias may be present. This is just one potential source of measurement error.

I would be remiss not to acknowledge the lack of representation and data specifically examining the experiences of gay, lesbian, and bisexual individuals. While being very careful to include same-sex partners in all categories when asking sexual contact, sexual orientation was not queried specifically. This was an oversight and error, as undoubtedly there were people within the sample who would self-identify as gay, lesbian, bisexual, or queer. In addition, much of the analysis focuses on heterosexual contact due to it being related to a vast majority of the data. In addition, I do not possess the experience, the education or an adequate frame of reference to comment upon or claim to understand gay and lesbian pornography and its meaning or impact for its particular consumers. That is not to say that I am uninterested, but it has not fallen into my scope at this juncture. The social history for lesbian, gay, bisexual, and transgendered individuals differs significantly from heterosexual history – at least in this country – and therefore, the intersection with pornography may be significantly different.

Ethical Considerations

No social scientific enquiry should be undertaken without first evaluating the ethical impact. Often, ethical considerations remain only in the realm of the research participants. Harm or potential harm is evaluated to discern the relative merits of the proposed undertaking, but in this instance, I think the implications of the potential findings also deserve consideration. Given the vested interest in the pornography/censorship debate of many diverse groups, the findings from this type of study can provide fuel to further ignite radical interest groups' agendas. For example, Dr Laura Slessinger would be the first to use any knowledge of pornography use in libraries as evidence that libraries need to regulate and control Internet use. Christian fundamentalists, or the "moral majority", may use the knowledge concerning widespread pornography exposure to provide further grounds for isolating Christian youth in private schools. At the other end of the spectrum, pro-pornography groups may see that such widespread use causes no harm – look at the healthy incoming classes of colleges and universities. When looking at pornography, where political bodies are so keenly split – it is easy to have information taken out of context and used to promote a particular agenda. In response to this concern, a careful contextual description of what the data actually can and cannot claim must be made manifest.

The ethical consequences must also be considered for the participants. Inadvertent harm may come to a participant as the result of completing the questionnaires. Given the explicit nature of the questions (see Appendix D), individuals with a sexual abuse history may find these questions triggering or upsetting. This

potential harm is of course mediated by the consent letter where a caveat states that explicit sexual language and content is part of the research. However, for some sexual abuse survivors their memory of events may only be in the recovery process, therefore these individuals at first may not remove themselves from the study. In addition, abuse survivors may in fact want to participate as they feel capable of dealing with the sexual content; however, once exposed they may have unanticipated reactions. Reactions may also be delayed, and may not materialize until another potential trigger is paired with the memory of the survey question. The potential harm can be dealt with, in part, through the distribution of information for resources following the completion of the study. At each institution, resources were provided for study participants in the event that the information was upsetting or triggering. However, particular resources for those addicted to pornography were not supplied. Interestingly, very few (less than 5%) participants chose to keep their resource page. This is likely due to several factors. First, it is probable that the majority of students were not disturbed by the content of the measure, and second, there may have been some stigma attached to keeping the resource sheet, even if it was needed. In retrospect, it may have been prudent to dispense these resource sheets upon exit rather than relying on the students to keep the information if needed.

The scope of the questions related to pornography is broad; thus, there may be some types of pornography listed of which individuals had no previous knowledge. For example, one may not be aware that pornography exists that depicts women engaged in sexual acts with animals. This type of novel information may be upsetting, or this

exposure through the questionnaires may foster an interest in that particular type of pornography. This, too, is an ethical consideration.

Results

Comparison of Humber and Wilfrid Laurier Students

Prior to beginning the analysis of the survey responses as a whole, the samples collected at both educational institutions had to be sufficiently similar for combination in an overall sample. Wilfrid Laurier University is a moderately sized university located in Waterloo, Ontario. It has a population of approximately 15,000 students. Humber College and Technical Institute is located in Toronto, Ontario and has a large (approximately 17,000 students) and diverse student population. Several comparative tests were run on the samples from these institutions on variables such as gender, religion, birthplace, income, etc. Within these tests, differences were both expected and warranted. Humber College was selected in part because it represents students from a wider range of backgrounds and varied socioeconomic status, which stands in contrast to Wilfrid Laurier University, which is more homogeneous in composition. As is evidenced from Table 3, Humber and Laurier students were comparable on one of the most important variables related to early pornography exposure: average age of first exposure to pornography. There were small differences in the medium of first exposure (see Table 2), but as is later clarified in the analysis, this variable has little predictive value. There were several other differences detected in the sample including family income and country of birth; however, like medium of first exposure, these variables had little predictive strength in the models tested. The differences are documented in Table 1.

Table 1. Comparison of Humber and Laurier Students on Several Social Demographic Variables

	Humber	Laurier	Difference
Average family income reported	\$55,000	\$80,000	Significantly different: t (419) = -3.349, p <.001
Percentage of sample Canadian born	37%	89%	Significantly different: X^2 (1, N = 433) = 128.93, p <.001
Percentage of sample female	21%	63%	Significantly different: X^2 (1, N = 435) = 64.63, p <.001

Table 2. Comparison of Humber and Wilfrid Laurier Students on Medium Through Which They First Viewed Pornography

	Television	Internet	Book or Magazine	Movie or DVD
Humber students	27%	9%	44%	16%
Wilfrid Laurier students	31%	18%	36%	11%
Humber and Wilfrid Laurier students	No significant difference: X^2 (1, N = 435) = 0.773, p =.379	Significant difference: X^2 (1, N = 435) = 6.452, p =.01	Significant difference: X^2 (1, N = 435) = 4.709, p =.03	No significant difference: X^2 (1, N = 435) = 0.773, p = .103

Table 3. Comparison of Humber and Wilfrid Laurier Students on the Age They First Viewed Pornography

	Humber	Wilfrid Laurier	Difference
Age of first exposure to pornography	12.5 years	12.0 years	No significant difference: t (424) = 1.45 p =.15

Reliability

Cronbach's Alpha was used to assess the reliability of several items present in the questionnaire. Specifically, the items that reflect various types of pornography exposure were analyzed. Initially, the 21 items reflecting book or magazine exposure to pornography were analyzed with a Chronbach's Alpha of 0.823. Following this, the 21 items reflecting Internet exposure to pornography were analyzed with a Chronbach's Alpha of 0.914 and 21 items reflecting video/DVD exposure to pornography were also analyzed, yielding a Chronbach's Alpha of 0.801. A further analysis was undertaken combining all three media of pornography for a total of 63 items, and this yielded a Chronbach's Alpha of 0.933

A reliability analysis was also run on a number of items that were meant to reflect normative and common sexual practices. Eight items were involved and represented kissing, touching breasts/chest, touching genitals, oral sex, and intercourse. An analysis of these numbers yielded a Chronbach's Alpha of 0.882.

Analysis

Following the collection and coding of the data involved, data analysis focussed primarily on describing the sample. Descriptive statistics were used to get a clear understanding of the demographics, current and past behaviours of the sample, and some current attitudes. Of particular importance are the relationships between variables related to early pornography exposure and current sexual behaviours.

Sample Description: Demographics

The following information is meant to describe the sample under study. Many of the primary demographic variables (items 1 to 11 and 14 to 19 from the survey measure) are briefly presented with some rudimentary comments.

Table 4. Gender of the Sample

Male	212	48.5%
Female	223	51.0%
Transsexual	1	0.2%
Transgendered	1	0.2%

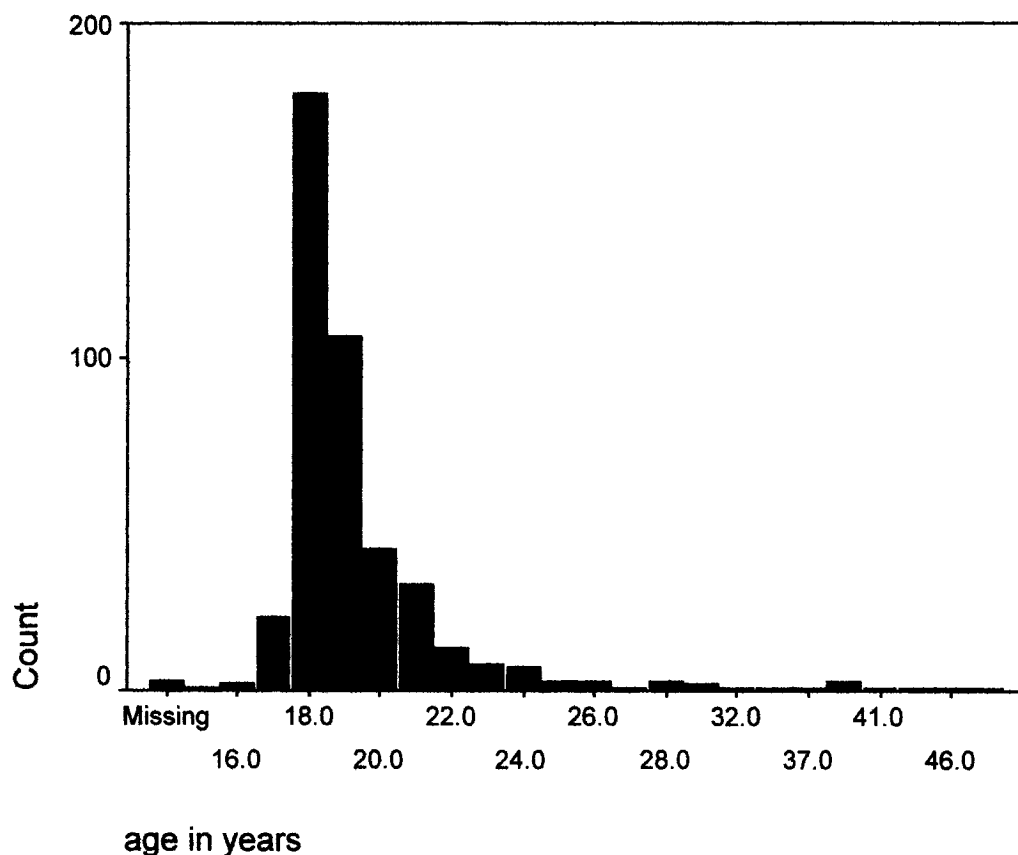
As evidenced in Table 4, there is an excellent ratio of males to females, thus providing a very balanced sample. Unfortunately, the transgendered/transsexual population is not sufficiently represented in the survey; therefore, conclusions or descriptors cannot be made with respect to these populations.

Table 5 provides some basic descriptors with respect to the age of the sample under study, while Figure 1 illustrates the frequency for the age of the participants.

Table 5. Age of Sample

Mean	19.67
Median	19.00
Mode	18.00

Figure 1. Frequency of Age Distribution for the Sample



As is seen in Figure 1, there is a large range with respect to the age of the respondents. However, it is important to note that the majority of the respondents are still teenagers. Seventy-one percent of the participants are 19 years of age or younger and a full 91.5% were younger than age 23. It was important for the validity of the research findings that the sample be comprised of relatively young adults. Because they are being asked to reflect on their teenage experiences, their recall will be more reliable if the events occurred in the recent past.

Birthplace

It must be noted that the countries of birth have been recoded so as to allow for ease of use. Prior to the recoding, 64 countries of birth were given. When recoded, they were grouped according to geographic location. The full account of these countries can be found in Appendix F.

Table 6. Birthplace of the Participant

Canada	325	74.4%
Asia	47	10.8%
Eastern Europe	16	3.7%
Western Europe	12	2.7%
Africa	10	2.3%
Central and South America	9	2.1%
Middle East	6	1.4%
Caribbean	5	1.1%
Other countries	3	0.7%
Missing	4	0.9%

As expected, the majority of people in this sample were born in Canada, yet a solid 25% of the participants have come to Canada from other countries, allowing for some comparisons.

Table 7 provides an overview of the country of birth for the mothers of the participants. As previously noted, the countries of birth have been recoded to allow for ease of use. Prior to the recoding, 64 countries of birth were given. When recoded the data were grouped according to geographic location. The full account of these countries can be found in Appendix F.

Table 7. Birthplace of Mother

Canada	250	57.2%
Asia	65	14.9%
Western Europe	44	10.1%
Eastern Europe	23	5.3%
Central and South America	14	3.2%
Africa	10	2.3%
Caribbean	10	2.3%
Middle East	8	1.8%
Other countries	7	1.6%
Missing	6	1.4%

Table 8 provides an overview of the country of birth for the fathers of the participants. Again, countries of birth have been recoded to allow for ease of use. Prior to the recoding, 64 countries of birth were given. When recoded, they were grouped according to geographic location. The full account of these countries can be found in Appendix F.

Table 8. Birthplace of Father

Canada	251	57.4%
Asia	67	15.3%
Western Europe	41	9.4%
Eastern Europe	26	5.9%
Central and South America	11	2.5%
Africa	10	2.3%
Middle East	8	1.8%
Caribbean	7	1.6%
Other countries	8	1.8%
Missing	8	1.8%

With respect to the parental birthplace, the number of foreign-born individuals is greater than that for their children. Approximately 40% of the parents of the participants were born outside of Canada as opposed to 25% of their offspring.

Roughly 22% of the sample is comprised of individuals who self-identify as a member of a visible minority group. Figure 2 illustrates the ethnic groups to which the 98 participants (who identified themselves as a visible minority) belong.

Figure 2. Identified Minority Status

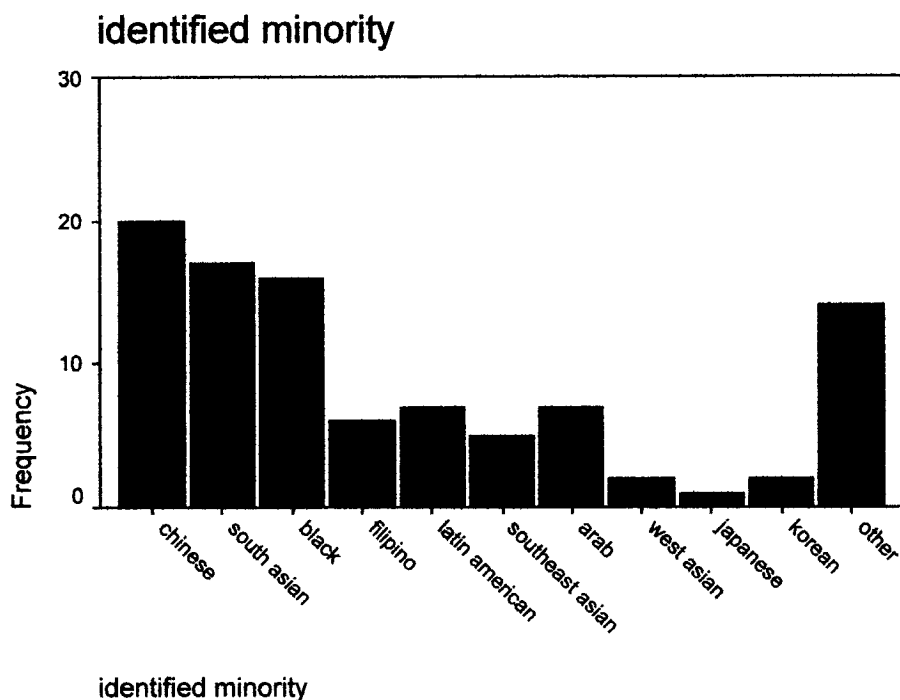


Table 9. Visible Minority Status of the Participant

Yes, visible minority status	98	22.4%
No visible minority status	325	74.4%
Missing	14	3.2%

Religion and Religiosity

Table 10 summarizes the identified religious persuasions of the participants, and of their parents. It should be noted that there were a variety of responses given in the “other religion” category including self-evolved, Discordian, and

agnostic. In addition to these, several individuals listed Anglican, Presbyterian, Lutheran, etc. These latter religions were recoded as Protestant.

While there are great similarities between the participants and their parents with respect to religious persuasion, it should be noted that the one area of vast difference exists within the designation of "no religion". Participants were almost twice as likely to indicate having no religion as compared to their parents.

Table 10. Religion of Participant and His or Her Parent(s)

Religion	Participant	Mother	Father
Catholic	34.3%	36.8%	34.1%
Protestant	29.5%	35.2%	33.4%
Muslim	3.4%	3.9%	3.9%
Hindu	3.0%	3.2%	3.2%
Sikh	2.3%	2.3%	2.5%
Buddhist	1.8%	2.7%	1.6%
Jewish	0.9%	1.4%	1.4%
No religion	18.5%	9.8%	12.8%
Atheist	1.8%	0.7%	1.1%
Other	3.7%	3.4%	4.3%
Missing	0.7%	0.5%	1.6%

While completing the item on religiosity, participants were asked how frequently they attended religious services aside from weddings, baptisms, or funerals when they were 15 years of age. The age of 15 was used as a way of capturing active religious participation during adolescence. Table 11 illustrates the responses for religious participation. Religiosity was not measured for the present because religious service attendance can be highly compromised during enrollment at college or university as the participant may be living away from his or her home religious institution. As is evidenced in Table 11, well over half of the participants had been attending religious services at least a few times per year when they were 15 years of age.

Table 11. Participant Religiosity During Adolescence

Attendance at religious institution

At least once a week	103	23.6%
At least once a month	82	18.8%
A few times a year	105	24.1%
At least once a year	52	11.9%
Not at all	94	21.5%
Missing	1	0.2%

Parental Education

The following figures (Figures 3 and 4) illustrate the level of education attained by the parents of the respondents. Both bar graphs have used the recoded data to illustrate the educational levels more clearly. Initially, education levels were divided into 13 discrete categories ranging from no education to post-graduate level.

Figure 3. Recoded Education Level of Mother

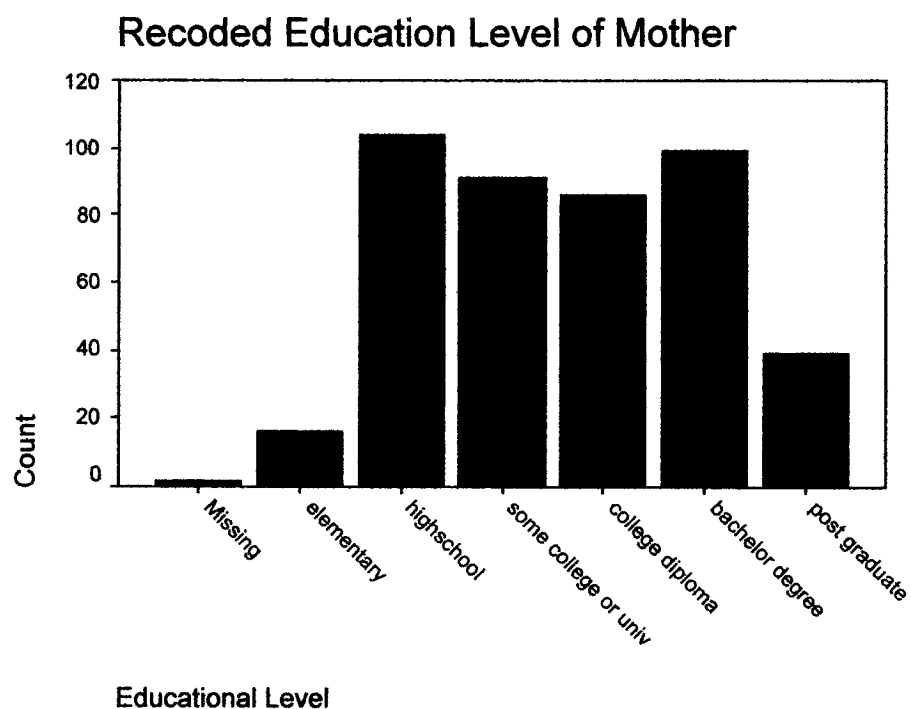
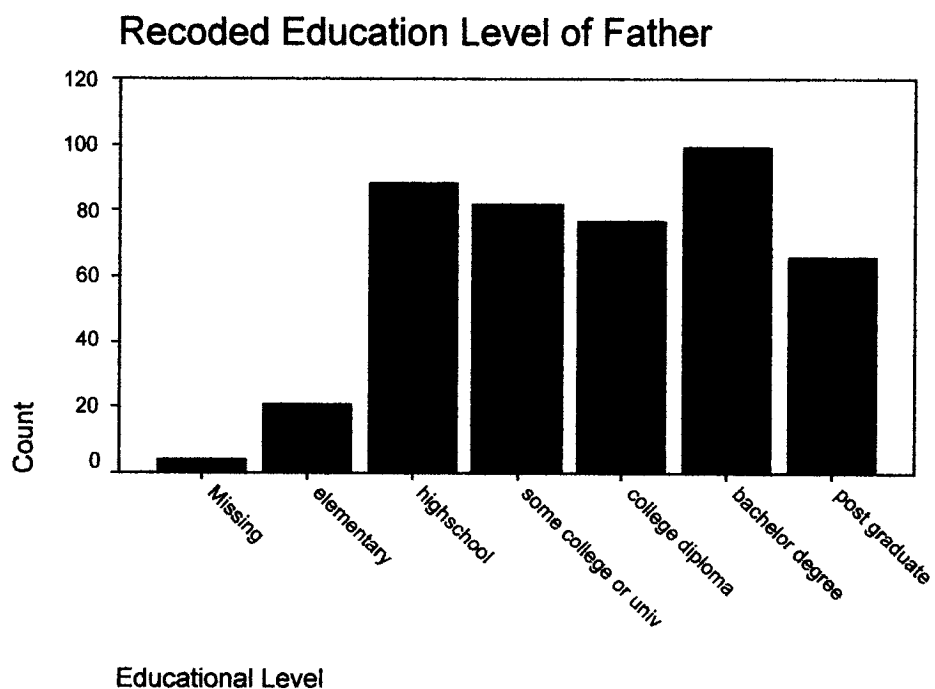


Figure 4. Recoded Education Level for Father



Family Income

The average category of income reported was the \$70,000 to \$80,000 range. Please see Table 12 for a more detailed overview. This income range is consistent with Statistics Canada data that indicates that the average income for families where two or more people live in the household was \$72,700 for the year 2003 (Statistics Canada, 2005). It must be noted that the reliability of the data collected with respect to family income level within this particular survey is likely questionable, owing in part to ignorance on the part of the participants of the actual income levels for their families. Many parents do not directly discuss income levels with their children, and many respondents gave family incomes that appeared incongruent with the occupations of their parents. Nonetheless, these income levels were not excluded from the analysis.

Table 12. Family Income, Presented in Thousands of Dollars

Family Income (\$)	Percent	Cumulative Percent
Less than 20 thousand	1.6%	1.7%
20–30 thousand	10.3%	12.4%
30–40 thousand	5.9%	18.5%
40–50 thousand	6.2%	24.9%
50–60 thousand	8.0%	33.3%
60–70 thousand	10.8%	44.4%
70–80 thousand	11.9%	56.8%
80–90 thousand	9.4%	66.5%
90–100 thousand	6.9%	73.6%
More than 100 thousand	24.7%	99.3%
Unknown	0.7%	100.0%
Total	96.3%	
Missing	3.7%	

Marital Status

The overwhelming majority of the participants in this sample come from an intact family of origin. Seventy-eight percent of the participants reported that their parents are married to each other (see Table 13). This appears to be in sharp contrast to the national divorce rate in Canada, which was 38.3% in 2003 (Statistics Canada, 2005). The divorce rate in this instance signifies the number of marriages that will end in divorce by the 30th year of marriage for 2003.

Table 13. Parental Marital Status

Marital status	Mother	Father
Single never married	1.4%	1.4%
Living with partner	1.8%	2.8%
Married to my other parent	78.3%	78.0%
Remarried	5.3%	5.7%
Divorced	9.8%	8.2%
Widowed	2.7%	0.9%
Parent is deceased or unknown	0.5%	2.3%
Missing	0.2%	0.7%

Siblings

The average number of siblings reported was 1.87.

Parents or Parent Substitutes

A total of 91.3% of participants reported having one mother or mother substitute, and 90.6% of participants reported having one father or father substitute.

Summary

Generally, the participants in this sample are comprised of young Canadians of mixed ancestry whose parents can be described in economic terms as middle

income. The participants are moderately religious, have fairly well educated parents, and have parents who have remained married.

Sample Description: Variables Related to Pornography Exposure

Within this sample, the mean age for initial exposure to pornography is 12.16 years, with the mean for females situated slightly above at 12.83 years and males slightly below at 11.8 years. It is important to note that a full 98.2% of the sample acknowledged having seen some pornography and that by age 10, 31.7% or approximately one in three children had been exposed to pornography. By age 12, the number increases to 48.6% and by age 14, 80.8% of the sample had been exposed to pornography. See Figure 5 for the overall distributions.

Figure 5. Age of First Exposure to Pornography

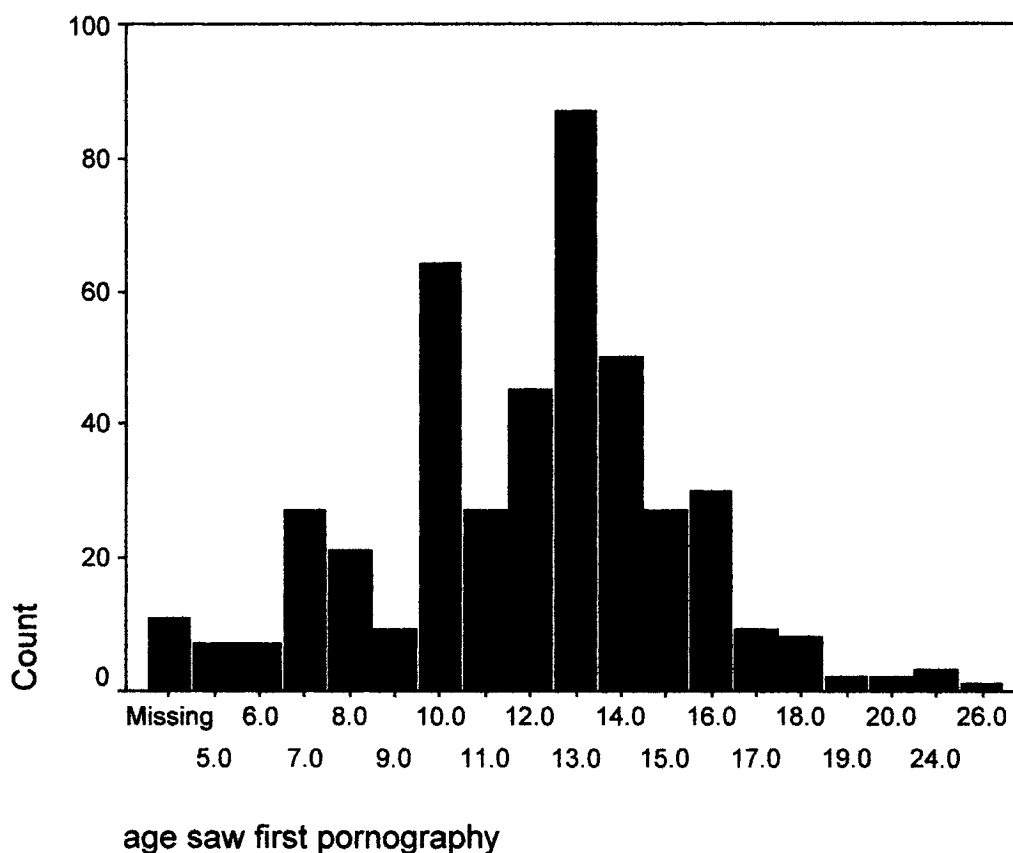


Table 14 depicts the frequency of distribution for the medium of first exposure to pornography, where magazines were shown to be the most common source. Also of interest in this variable is the number of participants who first saw pornography via

television; close to double the number of respondents first viewed pornography on television as opposed to on the Internet.

Table 14. Medium of First Pornography Exposure

Medium	Frequency	Percent
Magazine	167	38.2%
Television	132	30.2%
Internet	67	15.3%
Video/DVD	54	12.4%
Book	6	1.4%
Video game	1	0.2%
Have not seen any	6	1.4%
Missing	2	0.5%

Table 15 reflects the distribution of the source of first exposure to pornography. This variable was recoded to simplify the results. "Brother" and "sister" were recoded as "sibling", and the qualitative comments that accounted for "I got it myself from" and "other" were analyzed and a new unintentional/accidental category was constructed. The majority of phenomena within this category (unintentional/accidental) would be comments from participants who said that he or she saw it on TV while "channel surfing" or they had indicated that their viewing was "accidental". It is vital to note that one quarter of respondents indicated that their first viewing of pornography was unintentional.

Table 15. Source of First Exposure to Pornography

Source	Frequency	Percent
Friend (same gender)	206	48.8%
Unintentional or accidental	109	24.9%
Friend (opposite gender)	42	9.6%
Acquired by self	32	7.3%
Sibling	17	3.9%
Other relative	13	3.0%
Parent	3	0.7%
Missing	15	3.4%

Table 16 illustrates the percentage of participants who have had some exposure to pornography in the listed media. From these data, it is clear that the vast majority of respondents have seen pornography in a variety of media. **Table**

16. Pornography Exposure by Medium

Medium	Have Seen Pornography in This Medium (%)	Missing	Males Who Have Seen Pornography in this Medium (%)	Females Who Have Seen Pornography in This Medium (%)
Book or magazine	91.5%	1.1%	97.6%	87.8%
Internet	86.7%	1.8%	98.1%	79.0%
Movie or video	87.9%	2.5%	96.1%	84.4%

Table 17 illustrates the rate of exposure to particular sexual activities within the three main pornographic media. All numbers are expressed as percentages and missing percentages are factored in, but not reported here. Note that there are important differences with respect to “woman and animals involved in sexual acts”; noticeably, more respondents have viewed this material on the Internet rather than in magazine or movies. The same pattern can be seen with fetishes. Also of note, “rape of women” was viewed most frequently in the

DVD/video medium. According to these data, viewing naked men or women alone remains relatively stable across media. Cartoons of sexual acts, however, are viewed much less frequently in DVDs or videos.

Table 17. Sexual Activities Viewed Within a Variety of Pornographic Mediums

Description of Sexual Activities	Have Seen					
	Books/Magazines		Internet		Video/Movie	
	Yes	No	Yes	No	Yes	No
Naked woman alone	86.3	12.4	82.2	15.8	82.2	15.1
Naked man alone	51.3	46.5	49.2	47.6	49.0	47.6
Men and women involved in sexual acts	79.9	17.6	77.3	20.4	86.7	10.8
Woman and woman involved in sexual acts	71.9	26.5	69.8	27.9	74.6	21.7
Man and man involved in sexual acts	21.1	76.7	25.9	70.9	23.8	72.5
Woman and animals involved in sexual acts	17.8	80.3	29.1	68.0	13.3	83.1
Man and animals involved in sexual acts	3.9	93.8	5.7	91.3	3.9	92.4
Woman and objects involved in sexual acts	66.8	31.1	64.1	33.0	60.4	36.4
Sexual acts involving bondage, chains, restraints, etc.	47.1	50.6	46.0	51.3	40.3	56.3
S&M: sexual acts involving the infliction of pain	21.7	76.0	22.2	75.1	22.7	73.5
Naked children (under 12) alone	7.6	90.6	6.6	90.6	5.5	90.8
Naked children (under 12) involved in sexual acts with adults	2.7	95.4	6.2	91.1	4.8	91.5
Teen girls or teen boys (under 18) involved in sexual acts	24.0	74.1	27.9	69.3	22.4	74.1
Rape of women	12.4	85.8	13.0	84.2	24.5	71.9
Rape of men	2.3	95.9	3.0	94.3	5.9	90.4
Fetishes (ie, feet, diapers, etc.)	22.2	75.5	26.5	70.5	22.4	73.7
Oral sex	71.2	27.2	73.0	24.7	76.0	20.8
Anal sex	54.7	43.7	59.0	38.4	61.3	35.5
Cum shots	54.5	43.7	60.6	36.8	56.5	39.6
Cartoon of sexual acts	65.7	32.3	62.5	34.8	39.4	56.5

Age of Exposure to Pornography in Books or Magazines

For Tables 18, 19, and 20 all reported percentages are "valid percents". A valid percent is a ratio of the total number of affirmative responses. This method of

reporting was selected due to the high degree of missing data. The missing data is likely the result of uncertainty that a participant felt about the time frame when they had the particular experience. The difficulty in recalling an exact age when one experienced an event was expressed by the participants in the pilot study and an attempt was made to increase the ease of the measure by providing larger age-range categories as opposed to asking one to provide their particular age. However, it requires tremendous mental effort to recall an age for an event many years after it has occurred, especially when asked to do so for many variables.

Note in Table 19 that first-time Internet exposure to almost all of the sexual activity is occurring later than both book or magazine and DVD or video. With respect to the variable "rape of women", 71.5% of participants had seen women raped in a DVD or video by the time they were 16 while only 57% of participants had been exposed to women raped in a book or magazine for the same age group. Viewing "naked women alone" occurred at the youngest age when looking at books or magazines (see Table 18).

A general trend can be seen with the age category 14 to 16 years. It is noteworthy that for all three media, this category was the most popular for age of first exposure to a variety of sexual activities.

Table 18 illustrates the age when participants first saw a particular sexual activity in books or magazines for the first time. All numbers are expressed in valid percentages.

Table 18. Age One Has Seen a Sexual Activity in a Book or Magazine

Description of Sexual Activities	< 7	8–10	11–13	14–16	> 17	Missing
Naked woman alone	5.6	19.0	35.1	32.7	7.5	14.6
Naked man alone	4.0	12.9	32.6	39.3	11.2	48.8
Men and women involved in sexual acts	1.2	11.0	33.1	43.5	11.2	20.6
Woman and woman involved in sexual acts	1.0	6.1	28.9	46.6	17.4	28.8
Man and man involved in sexual acts	0.0	4.3	8.6	53.8	33.3	78.7
Woman and animals involved in sexual acts	0.0	3.8	17.9	38.5	39.7	82.2
Man and animals involved in sexual acts	5.6	5.6	11.1	27.8	50.0	95.9
Woman and objects involved in sexual acts	0.3	4.8	25.3	45.7	23.9	33.9
Sexual acts involving bondage, chains, restraints, etc.	0.0	1.0	16.5	48.1	34.5	52.9
S&M: sexual acts involving the infliction of pain	0.0	1.1	12.6	48.4	37.9	78.3
Naked children (< 12) alone	3.1	15.6	40.6	31.1	9.4	92.7
Naked children (< 12) involved in sexual acts with adults	0.0	8.3	25.0	33.3	33.3	97.3
Teen girls or teen boys (< 18) involved in sexual acts	0.0	2.9	16.3	59.6	21.2	76.2
Rape of women	0.0	5.6	20.4	31.5	42.6	87.6
Rape of men	0.0	10.0	10.0	30.0	50.0	97.7
Fetishes (ie, feet, diapers, etc.)	2.1	5.2	20.6	38.1	34.0	77.8
Oral sex	0.3	6.9	30.3	45.4	17.1	30.4
Anal sex	0.4	3.0	26.2	43.5	27.0	45.8
Cum shots	0.0	3.8	26.8	40.9	28.5	46.2
Cartoon of sexual acts	0.0	3.2	20.4	30.0	17.9	34.8

Table 19 illustrates the age when participants first saw a particular sexual activity on the Internet. All numbers are expressed in valid percentages.

Table 19. Age One Has Seen a Sexual Activity on the Internet

Description of Sexual Activities	< 7	8–10	11–13	14–16	> 17	Missing
Naked woman alone	0.0	3.6	26.3	46.8	23.2	18.3
Naked man alone	0.0	2.8	22.3	50.7	24.2	50.8
Men and women involved in sexual acts	0.0	2.7	24.0	47.6	25.7	22.7
Woman and woman involved in sexual acts	0.0	1.6	22.0	51.6	24.7	30.4
Man and man involved in sexual acts	0.0	1.8	13.3	41.6	43.4	74.1
Woman and animals involved in sexual acts	0.0	1.6	23.6	39.4	35.4	70.9
Man and animals involved in sexual acts	0.0	4.0	28.0	20.0	48.0	94.3
Woman and objects involved in sexual acts	0.0	1.1	21.1	48.6	29.3	35.9
Sexual acts involving bondage, chains, restraints, etc.	0.0	1.5	17.9	53.7	26.9	54.0
S&M: sexual acts involving the infliction of pain	0.0	2.1	20.8	50.0	27.1	78.0
Naked children (< 12) alone	0.0	3.4	20.7	37.9	37.9	93.4
Naked children (< 12) involved in sexual acts with adults	0.0	3.8	15.4	38.5	42.3	94.1
Teen girls or teen boys (< 18) involved in sexual acts	0.0	0.8	19.2	53.3	26.7	72.5
Rape of women	0.0	1.8	17.5	35.1	45.6	87.0
Rape of men	0.0	7.7	7.7	30.8	53.8	97.0
Fetishes (ie, feet, diapers, etc.)	0.9	3.5	19.1	46.1	30.4	73.7
Oral sex	0.3	1.9	19.4	50.2	28.2	27.0
Anal sex	0.0	1.6	18.7	51.0	28.8	41.2
Cum shots	0.0	1.5	19.3	50.0	29.2	39.6
Cartoon of sexual acts	0.0	3.0	23.0	51.5	22.6	38.2

Table 20 illustrates the age when participants first saw a particular sexual activity in a video or movie for the first time. All numbers are expressed in valid percentages.

Table 20. Age One Has Seen a Sexual Activity in a Video or Movie

Description of Sexual Activities	< 7	8–10	11–13	14–16	> 17	Missing
Naked woman alone	0.8	7.3	28.9	47.5	15.4	18.5
Naked man alone	0.5	7.5	28.6	46.9	16.4	51.3
Men and women involved in sexual acts	0.5	6.7	27.8	44.1	20.9	14.4
Woman and woman involved in sexual acts	0.0	3.4	23.9	47.8	24.8	26.3
Man and man involved in sexual acts	0.0	2.9	17.5	44.7	35.0	76.4
Woman and animals involved in sexual acts	0.0	3.4	24.1	36.2	36.2	86.7
Man and animals involved in sexual acts	5.6	5.6	16.7	27.8	44.4	95.9
Woman and objects involved in sexual acts	0.4	2.7	24.2	45.0	27.7	40.5
Sexual acts involving bondage, chains, restraints, etc.	0.0	1.7	21.4	46.2	30.6	60.4
S&M: sexual acts involving the infliction of pain	0.0	3.0	19.0	43.0	35.0	77.1
Naked children (< 12) alone	0.0	4.2	41.7	37.5	16.7	94.5
Naked children (< 12) involved in sexual acts with adults	0.0	4.8	23.8	42.9	28.6	95.2
Teen girls or teen boys (< 18) involved in sexual acts	0.0	2.1	25.0	51.0	21.9	78.0
Rape of women	0.0	5.7	24.8	41.0	28.6	76.0
Rape of men	0.0	3.8	23.1	50.0	23.1	94.1
Fetishes (ie, feet, diapers, etc.)	1.0	4.1	28.9	39.2	26.8	77.8
Oral sex	0.6	2.7	26.1	45.5	25.2	24.5
Anal sex	0.0	3.0	23.7	44.0	29.3	39.1
Cum shots	0.0	2.0	25.7	44.1	28.2	43.9
Cartoon of sexual acts	0.0	5.2	27.9	41.9	25.0	60.6

Frequency of Pornography Exposure

Figure 6 illustrates the frequency with which individuals have been exposed to pornography within the last six months.

Figure 6. Frequency of Exposure to Pornography in Last 6 Months

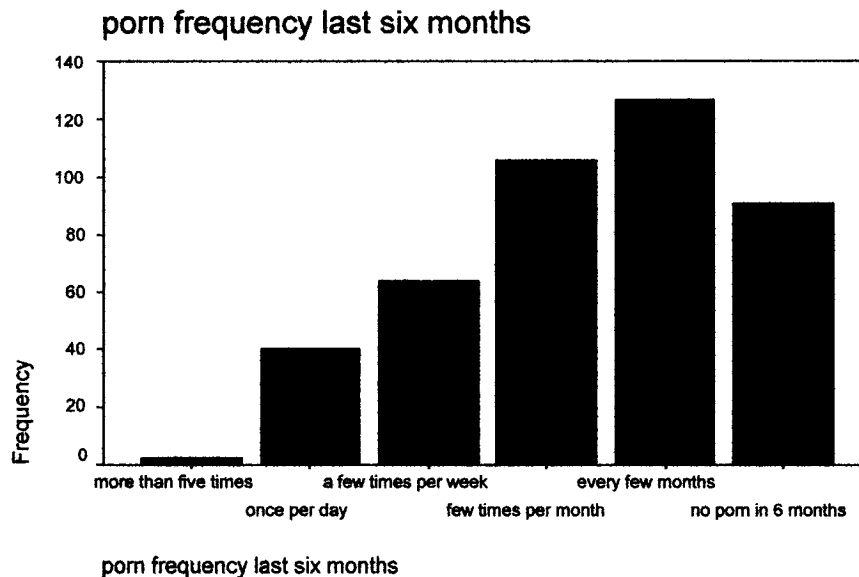


Table 21 displays the discrepancy between male and female exposure to pornography during the past six months. These categories were coded using a range from one to six, where one represents the highest frequency of use and six represents no use in the past six months. The mean value for females was 5.08 and the mean value for males was 3.63. There exists a significant difference between the male and female use of pornography $t(426) = -14.6$ $p = <.01$ where 45.4% of males are looking at pornography at least a few times per week, as opposed to 4.6% of females. Overall, the participants reported viewing some type of pornography approximately 0.8 hours per week with the range of reported time falling between zero hours and ten hours per week.

Table 21. Gender Distribution Showing Pornography Exposure During the Past Six Months

Frequency of Viewing	Population	Males	Females
More than five times per day	0.5%	0.0%	0.9%
Once per day	9.2%	15.9%	2.3%
A few times per week	14.6%	29.5%	1.4%
A few times per month	24.3%	34.8%	15.4%
Once every few months	29.1%	14.5%	43.9%
No pornography in the last six months	20.8%	5.3%	36.2%
Missing	1.6%		

Reported Pornography Expenditures

Overall, 91.9% of the participants reported spending no money on pornography in the past six months, whereas a mere 4.9 % report having spent \$1 to \$10 during the same time period. Only a handful of individuals reported spending more than \$20.00.

Given that we know close to 80% have seen some pornography in the past six months (see Table 21), this would indicate that pornography is readily and freely available to those individuals interested in consuming it.

Sexual Activities

Tables 22 and 23 describe the sexual activities in which the respondents have participated, as well as their desire to engage in the said sexual activities in the future. The age at which a participant first engaged in any given sexual activity is also reported. It must be noted that the response rates for the categories of "would like to try this activity in the future" and "age first tried" differ greatly from the "have tried" variable. Where the "have tried" variable generally had a response rate of 97%, the "would like to try" had a response rate of 63.9%. Essentially, most participants indicated whether or not they had engaged in a

sexual activity and when, but only 63% shared their thoughts about whether or not they would like to engage in that activity in the future. Please note that only the valid percentages are reported.

In Table 22, note that for almost all of the sexual activities except “masturbating” and calling a “900 sex number”, more people are interested in trying these experiences than have actually engaged in them. The discrepancy between “have tried” and “would like to try” was particularly apparent with respect to “watching people on their webcams for sexual purposes” and “attending a strip club”, where a great number of participants indicated that they “would like to try” these activities in the future.

Table 22. Sexual Activities That Do Not Involve a Partner

Sexual Activity	Have Previously Tried This Activity	Would Like to Try This Activity in the Future	Mean Age That One First Tried This Activity
Calling a 900 sex number	9.7%	5.4%	12.9 years
Having sexual contact with an animal	1.2%	1.4%	13.8 years
Dressing in clothes of the opposite sex (for sexual purposes)	4.5%	4.9%	12.6 years
Masturbating	71.8%	64.8%	13.6 years
Masturbating while looking at pornography	51.5%	51.9%	14.1 years
Watching someone undress without his or her knowledge	11.2%	17.2%	14.1 years
Watching people on their webcams for sexual purposes	19.0%	31.1%	16.7 years
Attend strip club or peep show	34.9%	62.8%	18.3 years

With respect to Table 23, a trend was noted that within almost all of the sexual activity categories, respondents endorsed “would like to try” with greater frequency than “have tried”. The one exception to this trend is “chatting in a sex room” where fewer people wish to engage in that activity in their future. There

were several categories where there was a marked difference in the "have tried" compared to the "would like to try". Ten percent of the sample had engaged in group sex, but 44.2% would like to engage in group sex in the future. A similar trend was seen with "using sex toys", "using role play in sex" and "using pornography with a partner", where the desire to try was much greater than the number of individuals who had actually engaged in that activity.

Although the numbers in terms of frequency are less for the "age tried with same sex" as opposed to "age tried with opposite sex" there is a small trend where typically "same sex" sexual contact occurs later than "opposite sex" contact.

Table 23. Sexual Activities With a Partner

Sexual Activity	Have Previously Tried This Activity	Would Like to Try This Activity in the Future	Mean Age One First Tried This Activity With Opposite Sex	Mean Age One First Tried This Activity With Same Sex
Using pornography to enhance sexual enjoyment with a partner	26.1%	56.5%	17.7 years	18.0 years
Chatting in a sex room	19.8%	13.6%	15.3 years	15.9 years
Telephone sex	18.9%	25.9%	16.7 years	18.0 years
Paying someone for sex	3.1%	3.9%	18.7 years	18.0 years
Getting someone to have sex with you by using threats	1.7%	2.5%	17.4 years	*
Getting someone to have sex with you by using violence	0.2%	0.7%	17.0 years	*
Getting someone to have sex with you by using bribes	1.9%	3.9%	14.7 years	*
Kissing with your mouth open	87.9%	94.5%	14.4 years	15.1 years
Having your chest/breasts felt by someone else	82.2%	90.1%	15.3 years	15.7 years
Feeling someone else's breasts or chest	76.0%	80.4%	15.3 years	15.7 years
Having your genitals felt by someone else	79.3%	93.0%	15.7 years	15.3 years
Feeling someone else's genitals	77.7%	90.9%	16.4 years	15.1 years
Giving oral sex	63.8%	80.4%	16.7 years	17.8 years
Getting oral sex	67.2%	84.6%	16.5 years	16.9 years
Giving anal sex	9.1%	24.9%	18.8 years	19.3 years
Getting anal sex	7.3%	12.5%	18.2 years	19.0 years
Having sexual intercourse	62.8%	96.1%	16.8 years	16.2 years
Using urine or excrement during sex	0.5%	3.7%	18.0 years	*
Using some type of role play during sex	15.8%	55.7%	17.8 years	18.8 years
Having sexual contact with more than 1 person at a time	10.0%	44.2%	18.1 years	17.7 years
Convincing someone to have sex with you	12.4%	23.0%	17.3 years	15.0 years
Using some kind of sex toy during sex	15.1%	51.1%	18.3 years	18.2 years
Using some kind of bondage or ties during sex	11.3%	33.8%	17.9 years	20.0 years

*No reported cases.

Sexual Arousal Levels

Table 24 illustrates the reported sexual arousal levels to various sexual activities or situations. The data in this section have been recoded to allow for easier use. Initially, participants were asked to indicate their arousal levels to different sexual activities on a ten-point scale. This scale has been converted into three discrete categories with no to low sexual arousal equal to numbers 1–3, moderate sexual arousal equal to numbers 4–7, and high sexual arousal equal to numbers 8–10. In all cases, valid percents are reported. For this variable there was approximately a 95% response rate.

Note that 17.5% of the participants were moderately or highly aroused by sex with violence or force. In addition, 36.3% of the sample indicated that they were moderately or highly aroused by sex with bondage. This roughly corresponds to the number reported in Table 23, where 33.8% wish to engage in sex using bondage in the future.

Table 24

Sexual Arousal Levels of Participants to Various Sexual Situations

Sexual Activity	No to Low Arousal	Moderate Arousal	High Arousal
Three people involved in sexual activity	38.5%	33.9%	27.6%
Two women having sex together	44.4%	19.1%	36.5%
Two men having sex together	92.7%	5.1%	2.2%
Using bondage during sexual contact	62.7%	27.4%	9.9%
Having sex with children	98.5%	0.7%	0.7%
Having sex that involves some violence or force	82.5%	14.1%	3.4%
Having sex with animals	97.6%	1.5%	1.0%

Sources of Sexual Education and Sexual Technique

Table 25 illustrates the respondents' sources of basic sex education and sexual technique (how to have sex). The numbers shown indicate a positive response, and are reported as a valid percent. Generally, there was a 95% response rate. Of note are the striking differences between the sources of sexual education and sexual technique when it comes to parents and classes at school.

Table 25. Learning Sources for Sexual Education and Sexual Techniques

Learning Source	Sexual Education	Sexual Technique
Classes at school	90.2%	24.9%
Talking with friends of the same sex	95.2%	81.3%
Talking with friends of the opposite sex	81.3%	70.0%
Parent	53.7%	9.3%
Brother or sister	25.5%	8.3%
Internet pornography sites	44.0%	43.0%
Pornographic movies or videos/DVDs	46.3%	49.6%
Pornographic magazines	38.5%	35.7%
Nonpornographic books	45.7%	31.3%
Nonpornographic Internet sites	32.4%	20.8%
Partner (girlfriend or boyfriend)	75.1%	69.8%
Sexual abuse experiences	5.7%	1.4%

Participants were asked to identify their greatest source of information. They reported same-sex friends as their greatest source for general sexual information. With respect to sexual technique, "partners" were identified as their greatest source of information.

Opinions on Pornography

Table 26 reflects the opinions of the participants on a number of statements concerning pornography. Please note that all numbers are reported as valid percentages.

Table 26. Attitudes and Opinions Related to Pornography Use and Exposure

Statement	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I have learned some sexual techniques from seeing or reading pornography	13.7%	46.3%	12.3%	10.8%	16.9%
Using pornography is morally wrong	9.2%	9.2%	35.2%	30.6%	15.9%
Pornography is a good source for learning about sex	7.5%	34.1%	32.6%	17.9%	8.0%
Children under 12 should be allowed to see some kinds of pornography	2.4%	4.3%	12.3%	27.8%	53.1%
Pornography has taught me some new ways to have sex	11.1%	43.0%	20.0%	11.4%	14.5%
I plan to look at pornography in the future	15.7%	37.2%	23.2%	11.8%	12.1%

It is noteworthy that less than 20% of the participants believe that pornography is morally wrong. This attitude is again reflected in the participants' thinking about their pornography use in the future, as close to 43% plan to see more. The male participants are acutely more interested in pornography, as they indicated with 76% agreement that they would see more pornography in the future versus 30.8% of females.

Statements About Pornography

Table 27 illustrates positive endorsements of the statements listed. All percentages are reported as valid percentages. Note that significant differences were found in almost every category except for the rate of STI diagnosis. For the majority of the categories, males have a higher rate of positive endorsement. The exception to this is the rate of positive endorsement for "sexual abuse" or "having been touched sexually without my consent", where females had higher

endorsement levels.

It is interesting to note that males and females had significantly different perceptions concerning their parents' use of pornography. Overall, males tended to report more pornography use by their parents than did females. What is most notable, however, is the difference in the respondents' perceptions concerning their parents' approval of their pornography use. The females in the sample believed that their mothers approved more than their fathers. For the males in the sample, this relationship was inverted and they believed that their fathers had greater approval for their use.

Table 27. Statements About Pornography and the Differences in Endorsement Levels Related to Gender

Statement	Sample Population	Male	Female	Significant Difference Between Male and Female Levels of Endorsement
My father approves of my seeing pornography	18.7%	32.8%*	6.1%*	$X^2(1, N = 405) = 47.26$, $p < .001$
My mother approves of my seeing pornography	13.4%	19.6%*	7.9%*	$X^2(1, N = 407) = 11.98$, $p = .001$
I have been accused of touching someone without consent	3.6%	7.0%*	0.4%*	$X^2(1, N = 412) = 12.78$, $p < .001$
I have been touched in a sexual way without giving my consent	30.2%	23.3%*	36.2%*	$X^2(1, N = 412) = 8.17$, $p = .004$
I have been in trouble for using pornography	12.3%	24.2%*	1.3%*	$X^2(1, N = 413) = 49.71$, $p < .001$
I have been sexually abused	6.7%	4.0%*	8.8%*	$X^2(1, N = 413) = 3.88$, $p = .049$
My parents have found out that I have looked at pornography	32.3%	55.0%*	11.1%*	$X^2(1, N = 413) = 90.93$, $p < .001$
No one really knows how much pornography I look at	36.6%	55.5%*	18.6%*	$X^2(1, N = 413) = 60.84$, $p < .001$
My father does or used to look at pornography occasionally	32.7%	43.0%*	23.2%*	$X^2(1, N = 388) = 17.14$, $p < .001$
My mother does or used to look at pornography occasionally	9.2%	13.8%*	4.9%*	$X^2(1, N = 392) = 9.30$, $p = .002$
I have been diagnosed with a sexually transmitted infection	1.2%	1.0%	1.4%	$X^2(1, N = 409) = 0.135$, $p = .713$
I know people who have used prostitutes	20.3%	31.8%*	9.8%*	$X^2(1, N = 411) = 30.43$, $p < .001$

*Significant difference between male and female respondents at the 95% level or greater.

Variables Related to Sexually Offensive Behaviours

A further set of variables have been recoded to illustrate more general trends or groupings in the data. One important facet to consider is the variables that reflect sexually offensive or abusive behaviours. Table 28 illustrates the percentages of individuals who acknowledge some type of sexually offensive behaviour. Included in the sexually offensive behaviour list are the following variables: using threats to get sex, using violence to get sex, using bribes to get

sex, watching someone undress without their knowledge, convincing someone to have sex with you, and being accused of touching someone sexually without consent. It is important to note that “being accused of touching someone sexually without their consent” was included in this variable, however it accounts for a very small portion of the overall total, as only 3.6 percent of the sample gave a positive response to this item.

Table 28. The Acknowledged Number of Sexually Offensive Behaviours From the Sample Population

Number of Sexually Offensive Acts	Sample Population
None	77.3%
1	15.1%
2	5.0%
3	1.6%
4	0.7%

Table 29. The Differences Between Males and Females in the Number of Sexually Offensive Acts That They Acknowledge

	Males	Females	Sample Population
Acknowledge at least one sexually offensive act	37%	8.5%	22.7%

Inferential Statistical Tests and Analysis

Predicting Early Pornography Exposure

It is imperative that one establish or exclude the demographic variables that may contribute or be related to, an individual's early exposure to pornography. Simply put, are there relationships between demographic variables and early exposure to pornography? Several demographic variables were considered including marital status, religion, parental religion, religiosity, family income, and parental education.

Religion and Early Exposure to Pornography

Religion is often cited as an intervening or mediating variable that many believe can positively interfere with socially undesirable activities. A one-way analysis of variance was conducted to evaluate the relationship between religion of the participants and the age at which they first viewed pornography. The independent variable had nine categories including Catholic, Protestant, Muslim, Hindu, Jewish, Sikh, Buddhist, no religion and atheist, and other. The dependent variable was the age of first pornography exposure regardless of the source of the pornography. The ANOVA was not significant: $F(9, 414) = 1.75, p = 0.08$

This analysis was repeated with the religious categories reduced and recoded to better detect differences or trends. Four categories were created: Judeo-Christian, Islam, Hindu/Sikh, and no religion/atheist. Although the means for these variables were somewhat different (see Table 30), the ANOVA showed that the differences were not significant: $F(3, 424) = 0.680, p = 0.565$. Therefore, we can conclude from this data that there is not a

relationship between religion and early pornography exposure, at least when the variable of religion is considered alone.

Table 30. Mean Age of First Exposure to Pornography When the Sample Was Divided According to Religion

Religion	Number	Mean Age of First Exposure
Judeo-Christian	275	12.19 years
Islam	15	13.2 years
Hindu or Sikh	23	12.3 years
No religion or atheist	111	11.9 years

A one-way analysis of variance was conducted to evaluate the relationship between the religiosity of the participants and the age at which they first viewed pornography. The independent variable had five categories: attending religious institution once per week, one time per month, few times per year, once per year, and not at all. The dependent variable was the age of first exposure to pornography regardless of the source of pornography. The ANOVA was not significant: $F(4, 421) = 0.768, p = 0.55$. Therefore, we can conclude from these data that there was not a relationship between religiosity and early pornography exposure.

A one-way analysis of variance evaluated the relationship between religion of the participant's mother and the age at which the participant first viewed pornography. The independent variable had nine categories: Catholic, Protestant, Muslim, Hindu, Jewish, Sikh, Buddhist, no religion, and atheist and other. The dependent variable was the age of first pornography exposure regardless of source of pornography. The ANOVA was not significant: $F(9, 415) = 1.38, p = .19$. We can conclude from this data that there was not a relationship

between the religion of the participant's mother and early pornography exposure.

A one-way analysis of variance was also conducted to evaluate the relationship between religion of the participant's father and the age at which the participant first viewed pornography. The independent variable had nine categories including Catholic, Protestant, Muslim, Hindu, Jewish, Sikh, Buddhist, no religion, and atheist and other. The dependent variable was the age of first exposure to pornography regardless of the source of pornography. The ANOVA was not significant in this analysis either:

$F(9, 415) = 1.68, p = .09$. Thus, we can conclude from these data that there was not a relationship between the religion of the participant's father and early exposure to pornography.

It is important to note that religion (both of the participant and of the parents) in this analysis was evaluated on its own and not as a part of a larger model. Religion could be significant if it were included in a model with other variables.

Parental Education and Early Exposure to Pornography

Parental education was also considered as a potential predictor of early exposure to pornography. A one-way analysis of variance was conducted to evaluate the relationship between the education level of the participant's father and the age at which the participant first viewed pornography. The independent variable had six categories: elementary, high school, some college or university, college diploma, bachelor degree, or post-graduate. The dependent variable was

the age of first pornography exposure regardless of the source of pornography. The ANOVA was not significant: $F(5, 419) = 1.93, p = .09$. Thus, we can conclude from these data that there was not a relationship between the educational level of the participant's father and early exposure to pornography.

A one-way analysis of variance was conducted to evaluate the relationship between education level of the participant's mother and the age at which the participant first viewed pornography. The independent variable had six categories (as above) including elementary, high school, some college or university, college diploma, bachelor degree, or post-graduate. The dependent variable was the age of first exposure to pornography regardless of the source of pornography. Because the ANOVA was not significant $F(5, 417) = .948, p = .45$, we can conclude that there was not a relationship between the educational level of the participant's mother and early exposure to pornography.

It is important to note that parental education in this analysis was evaluated on its own and not as a part of a larger model. This variable could be significant if it were included in a model with other variables.

Marital Status

Marital status was examined to determine whether a parent's marital status might contribute to early pornography exposure for their children. Given the relatively small numbers of individuals (approximately 12 %, see Table 13) within the sample whose parents are not married to one another, this analysis simply compared "married to my other parent" with the remainder of the sample, which included divorced, widowed, remarried, living with partner, single, and

other. The t test was not significant, suggesting that a relationship does not exist between marital status and early exposure to pornography: $t = 0.446 (424)$, $p = .656$. Further analysis compared the "divorced" group to the "married to my other parent group". This analysis also yielded insignificant results: $t = 0.767 (374)$, $p = .443$, again confirming the suggestion that marital status does not play a role in determining early exposure to pornography.

It is important to note that marital status in this analysis was evaluated on its own and not as a part of a larger model. This variable could be significant if it were included in a model with other variables.

Predicting the Age One First Saw Pornography

Using a linear regression procedure, an analysis was undertaken that attempted to predict the age one first saw pornography using several variables as predictors, including gender, age in years, religious practice, a measure illustrating one's agreement with the statement "pornography is morally wrong", father's use of pornography, mother's use of pornography, father's approval of the participant's use of pornography, and mother's approval of the participant's use of pornography. The model was significant: $F (8, 362) = 12.59$, $p < .001$ with $R^2 = .218$. Of the eight variables, three were significant. First, gender, with $t (372) = -3.849$, $p < .001$ and a coefficient of 1.237 predicted that if you were male you would view pornography 1.23 years earlier than females. Second, current age ($t (372) = 7.457$, $p < .001$ and a coefficient of 0.291) showed that for every year younger the participant is now, he or she would see pornography 0.291 years earlier. Third, "my father has or does use pornography", with $t (372)$

= -3.036, $p = .003$ and a coefficient of -1.108 predicted that if your father used or uses pornography, you would see pornography 1.11 years earlier than if he had/does not. Based on these results, the combination of these three variables, (gender, current age, and father's use of pornography) provides the best predictive power when predicting the age at which one will first see pornography. This model accounts for 21% of the variance in predicting the age one might first view pornography.

The Relationship Between Early Pornography Exposure and Behaviour and Attitudes

Of primary importance to this research is to delineate the potential relationships between early exposure to pornography and subsequent behaviour and attitudes. Table 31 illustrates some differences in behaviour and attitudes between children who were exposed to pornography early (9 years old or younger) and those who were exposed at age 10 or later. All numbers reflect the assumption of equal variances. Please note that there were two variables where significance was not achieved; the number of sexual behaviours that one wants to try, and reported sexual arousal to children. It is noteworthy that even though significance was not achieved in "sexual behaviours that one wants to try," the relationship is similar to "unusual sexual behaviours that one wants to try," where children who were exposed to pornography earlier want to try more sexual behaviours.

Table 31. Detectable Differences in Behaviour and Attitudes when Comparing Children Who Were Exposed to Pornography at Age Nine or Younger and Children Who Were Exposed at Age Ten or Older

Activity	Mean Number for Children Exposed at 9 Years and Younger	Mean Number for Children Exposed at 10 Years and Older	t	df	Significance (2-tailed)
The number of sexually offensive acts in which one has engaged	0.58	0.29	3.174	419	.002**
The total number of sexual behaviours that one wants to try	14.0	11.8	1.520	91	0.132
The total number of unusual sexual behaviours that one wants to try ¹	5.2	3.5	2.36	152	.020*
Age that one first masturbated	11.8	14.1	-5.259	273	<.001**
Age that one first masturbated to pornography	12.5	14.6	-5.226	200	<.001**
Hours spent per week looking at pornography	1.27	0.728	2.470	387	.014
Total variety of images seen from pornography	29.33	23.62	3.985	421	<.001**
Reported sexual arousal to children	1.01	1.02	-0.314	403	0.754
Reported sexual arousal to violence	1.31	1.18	2.094	403	0.037*

*Significant difference at the .05 confidence interval or above (2-tailed).

**Significant difference at the .01 confidence interval or above (2-tailed)

Further analysis was undertaken to determine the strength of the relationships (if any) between the age of first pornography exposure and subsequent sexual behaviours. Table 32 illustrates the strength of the relationships

¹ Note that unusual sexual behaviours have been defined as including calling a 900 sex number, having sexual contact with an animal, watching people on their webcams, using pornography with a partner, chatting in a sex room, telephone sex, paying someone for sex, giving anal sex, getting anal sex, using urine in sex, having group sex, using toys in sex, and using bondage in sex.

between early pornography exposure and later sexual behaviours. It is important to note that all of these correlations are significant with varying degrees of strength. Feeling the genitals of an opposite-sex partner proved to have the weakest relationship.

Table 32. Correlations Between the Age One First Saw Pornography and the Age at Which One First Engaged in a Sexual Act

Sexual Act	Correlations Age Saw First Pornography
Age first kissed opposite sex	$r (324) = .38^{**}$
Age first had breast/chest felt by opposite sex	$r (268) = .44^{**}$
Age first felt breast/chest of opposite sex	$r (297) = .38^{**}$
Age first had genitals felt by opposite sex	$r (287) = .37^{**}$
Age first felt genitals of opposite sex	$r (283) = .15^{*}$
Age first gave oral sex to opposite sex	$r (237) = .33^{**}$
Age first received oral sex from opposite sex	$r (248) = .41^{**}$
Age first gave anal sex to opposite sex	$r (28) = .49^{**}$
Age first received anal sex from opposite sex	$r (25) = .49^{**}$
Age first had intercourse with opposite sex	$r (228) = .37^{**}$

* Significant difference at the .05 confidence interval or above (2-tailed)

** Significant difference at the .01 confidence interval or above (2-tailed)

Table 33 explores the relationship between exposure to particular sexual depictions within pornography and subsequent sexual behaviours. All behaviours refer to behaviours with people of the opposite sex.

Table 33. Relationship Between Exposure to Pornographic Images and Later Engagement in Like Behaviour

	Age Received Anal Sex	Age Gave Anal Sex	Age Received Oral Sex	Age Gave Oral Sex	Age Had Intercourse
Age saw anal sex in book or magazine	$r(17) = .43$	$r(25) = .43^*$			
Age saw anal sex on the Internet	$r(16) = .25$	$r(26) = .54^{**}$			
Age saw anal sex in video or DVD	$r(20) = .36$	$r(26) = .51^{**}$			
Age saw oral sex in book or magazine			$r(197) = .28^{**}$	$r(186) = .19^{**}$	
Age saw oral sex on the Internet			$r(203) = .33^{**}$	$r(193) = .29^{**}$	
Age saw oral sex in a video or DVD			$r(215) = .30^{**}$	$r(202) = .23^{**}$	
Age saw intercourse in book or magazine					$r(200) = .26^{**}$
Age saw intercourse on the Internet					$r(192) = .23^{**}$
Age saw intercourse in video or DVD					$r(209) = .19^{**}$

*Significant difference at the .05 confidence interval or above (2-tailed).

**Significant difference at the .01 confidence interval or above (2-tailed).

What is interesting to note in the above correlations is that it is only "age first received anal intercourse" that did not significantly relate to "age that one first saw anal sex in pornography". It is essential to remember that those receiving anal sex from a member of the opposite sex are primarily female and are of a very

small number. Conversely, those giving anal sex are male and their correlations are the strongest.

Table 34 explores the potential relationship between early exposure to pornography and early exposure to a variety of sexual depictions within pornography. In other words, does seeing *any* kind of pornography at an early age increase the likelihood that one might see a greater range of pornographic depictions early? The validity of these particular findings may be questionable because the data did not allow for the isolation of the initial sexual depiction. Specifically, some of the strength of the relationships might be attributable to the fact that the first exposure was one of the variables now being explored. For example, if John's first pornographic exposure was anal sex on the Internet, then the correlation between the age of first exposure and seeing anal sex on the Internet would be artificially inflated. However, that would be only one variable among the many. It is evident, based on the strength of the relationships, that early pornography exposure predicts early exposure to a variety of pornographic material.

Table 34. The Relationship Between Age One First Saw Pornography and the Age One Saw a Variety of Sexual Activities Within Pornography

	Correlations
	Age First Saw Pornography
Age first saw oral sex in a book or magazine	$r (302) = .57^{**}$
Age first saw oral sex on the Internet	$r (317) = .38^{**}$
Age first saw oral sex in a video or DVD	$r (328) = .50^{**}$
Age first saw anal sex in a book or magazine	$r (235) = .48^{**}$
Age first saw anal sex on the Internet	$r (255) = .34^{**}$
Age first saw anal sex in a video or DVD	$r (264) = .41^{**}$
Age first saw intercourse in a book or magazine	$r (345) = .64^{**}$
Age first saw intercourse on the Internet	$r (336) = .46^{**}$
Age first saw intercourse in a video or DVD	$r (372) = .53^{**}$

** Significant difference at the .01 confidence interval or above (2-tailed).

Predicting Sexual Behaviours Based on Pornography Exposure

Based on the relative strength of the previous correlations and established theory, it was hypothesized that early exposure to pornography may be associated with early engagement in sexual behaviours. Several sexual behaviours (oral sex, anal sex, and intercourse) were analyzed to determine whether there were significant relationships.

Oral Sex

Using a linear regression procedure, an analysis was undertaken that attempted to predict the age one first performed oral sex, using several variables as predictors, including "age saw oral sex in a book," "age saw oral sex in a

movie,” and “age saw oral sex on the Internet”. Of the three, only one – “age saw oral sex on the internet” – was significant ($t(184) = 2.822, p = .005$; coefficient 0.227). For every year decreased in exposure to oral sex on the Internet, one’s age of first performed oral sex declines by 0.227 years holding all variables constant. In other words, if one sees oral sex on the Internet at 7 years of age as opposed to 14 years of age, one will engage in performing oral sex 1.589 years earlier.

Using a linear regression procedure, an analysis was performed that attempted to predict the age one first received oral sex using several variables as predictors including “age saw oral sex in a book,” “age saw oral sex in a movie,” and “age saw oral sex on the Internet”. Of the three, only one – “age saw oral sex on the Internet” – was significant ($t(195) = 2.640, p = .009$; coefficient 0.222). For every year decrease in exposure to oral sex on the Internet, one’s age when first receiving oral sex declines by 0.222 years, holding all variables constant. Thus, if one sees oral sex on the Internet at 7 years of age as opposed to 14 years of age, one will receive oral sex 1.54 years earlier.

Multiple regression analyses were also conducted using two unordered sets of predictors to predict the age when one first performed oral sex – specifically, the age when one would perform oral sex on an opposite-sexed partner. The first set of predictors included the age at which one first saw any pornography, while the second set of predictors included the age at which one first saw oral sex in books, video, or the Internet. The regression equation with the age one first saw any pornography was significant: $R^2 = 0.07, F(1, 154) = 11.07; p = .001$. The

regression equation with the age one first saw oral sex in books, video, or the Internet was also significant: $R^2 = 0.08$, $F(2, 152) = 4.87$; $p = .003$.

If we look specifically at the relative strength of each variable, it becomes clear that the age one first saw oral sex on the Internet is the greatest predictor, followed by the age one first had exposure to any pornography:

- Age one first saw pornography: $t(125) = 2.183$, $p = .031$
- Age one first saw oral sex on Internet: $t(125) = 2.663$, $p = .009$
- Age one first saw oral sex in book: $t(125) = -1.416$, $p = .159$
- Age one first saw oral sex in movie/DVD: $t(124) = 0.822$, $p = 0.413$

Next, a multiple regression analysis analyzed all four measures as predictors. The linear combination of the four pornography exposure measures was significantly related to the age one would first perform oral sex on an opposite-sexed partner ($R^2 = 0.12$, $F(3, 151) = 3.22$; $p = .02$).

Based on these results, the combination of these four variables provides the best predictive power when predicting the age at which one will first perform oral sex on an opposite-sexed partner. This model accounts for 12% of the variance in predicting the age when one might first perform oral sex.

Next, is a brief look at the relative strength of the model when gender is factored into the equation. It is important to note that for both males alone and females alone, the combined model (incorporating age of first pornography exposure, age first saw oral sex in a book, age one first saw oral sex on the Internet, and age one first saw oral sex in a movie/DVD) was not significant.

However, if looking at the predictor of first pornography exposure alone, it was found to be significant for males and females alike (see Table 35).

Table 35. Regression Analysis to Predict Age One Performs Oral Sex Based on the Age one Was First Exposed to Pornography

Gender	R ²	Adjusted R ²	F	Significance	Variance
Male	0.06	0.05	(1, 105) = 6.7	p = .01	5%
Female	0.23	0.22	(1, 129) = 38.4	p < .001	22%

A multiple regression analysis was also conducted using two unordered sets of predictors to predict the age when one first receives oral sex, and specifically, when one receives oral sex from an opposite-sexed partner. The first set of predictors included the age at which one first saw any pornography, while the second set of predictors included the age at which one first was exposed to or saw oral sex in books, video, or the Internet. The regression equation with the age one saw any pornography was significant: $R^2 = 0.12$, $F(1, 164) = 22.81$; $p < .001$. The regression equation with the age one first was exposed to oral sex in books, video, or the Internet was also significant: $R^2 = 0.12$, $F(3, 162) = 7.26$; $p < .001$.

If we look specifically at the relative strength of each variable, it becomes clear that the age one first saw pornography was the greatest predictor, followed by the age one first saw pornography on the Internet:

- Age one first saw pornography: $t(165) = 2.788$, $p = .006$
- Age one first saw oral sex on Internet: $t(165) = 2.569$, $p = .011$
- Age one first saw oral sex in book: $t(165) = -0.950$, $p = .344$
- Age one first saw oral sex in movie/DVD: $t(165) = 1.035$, $p = .302$

Next, a multiple regression analysis with all four measures as predictors was conducted. The linear combination of the four pornography exposure measures was significantly related to the age one would first receive oral sex from an opposite-sexed partner: $R^2 = 0.17$, $F(3, 161) = 2.87$; $p = .03$.

Based on these results, the combination of these four variables provides the best predictive power when predicting the age at which one will first receive oral sex from an opposite-sexed partner. This model accounts for 17% of the variance in predicting the age when one might receive oral sex.

Next, a brief look at the relative strength of the model when gender is factored into the equation. It is important to note that for females, the combined model (all four predictors) was not significant. For males, it was significant and resembled the above level of prediction. However, when looking at the predictor of pornography exposure alone, both models are significant and are illustrated in Table 36.

Table 36. Regression Analysis to Predict the Age one Receives Oral Sex Based on the Age One Was First Exposed to Pornography

Gender	R^2	Adjusted R^2	F	Significance	Variance
Male	0.10	0.10	(1, 118) = 13.9	$p < .001$	10%
Female	0.25	0.24	(1, 127) = 41.7	$p < .001$	24%

Anal Sex and Pornography Exposure

Two multiple regression analyses were conducted using two unordered sets of predictors to predict the age when one first engages in anal sex (specifically, when one would first perform anal sex on an opposite-sexed partner). The first set of predictors included the age at which one first saw any pornography, while the

second set included the age at which one was first exposed to anal sex in books, video, or the Internet. The regression equation with the first set alone ("age one saw any pornography") was significant: $R^2 = 0.15$, $F(1, 23) = 3.97$; $p = .05$. The regression equation with the age one saw anal sex in books, video, or the Internet was also significant: $R^2 = 0.38$, $F(3, 21) = 4.36$; $p = .01$. It is important to note that the sample size in this variable is relatively small.

If we look specifically at the relative strength of each variable, it becomes clear that the age of first pornography exposure was the greatest predictor, followed by exposure to anal sex on the Internet:

- Age one first saw pornography: $t(24) = 1.994$, $p = .05$
- Age one first saw anal sex on Internet: $t(24) = 1.844$, $p = .08$
- Age one first saw anal sex in book: $t(24) = 0.237$, $p = .815$
- Age one first saw anal sex in movie/DVD: $t(24) = 0.179$, $p = .859$

Next, a multiple regression analysis was conducted using all four measures as predictors. The linear combination of the four pornography exposure measures was significantly related to the age one would first perform anal sex on an opposite-sexed partner: $R^2 = 0.44$, $F(3, 20) = 3.56$; $p = .03$.

Based on these results, the combination of these four variables provides the best predictive power when predicting the age at which one will first perform anal sex on an opposite-sexed partner. This model accounts for 44% of the variance in predicting the age when one might first perform anal sex.

When examining the relationship between pornography exposure and first receiving anal sex, there were no significant relationships to report. This may in

part be due to the small number in the sample and the degrees of freedom (1, 12).

Sexual Intercourse

Two multiple regression analyses were conducted using two unordered sets of predictors to predict the age when one first engages in sexual intercourse with an opposite-sexed partner. The first set of predictors included the age at which one first saw any pornography, while the second set of predictors included the age at which one was first exposed to sexual intercourse in books, video, or the Internet. The regression equation with the ("age one saw any pornography") was significant: $R^2 = 0.09$, $F(1, 170) = 16.73$; $p < .001$. The regression equation with the age one was first exposed to sexual intercourse in books, video, or the Internet was also significant: $R^2 = 0.06$, $F(3, 168) = 3.72$; $p = .01$.

If we look specifically at the relative strength of each variable, it becomes clear that age of first pornography exposure is the greatest predictor, followed by exposure to intercourse on the Internet:

- Age one first saw pornography: $t(171) = 2.248$, $p = .026$
- Age one first saw intercourse on Internet: $t(171) = 1.350$, $p = .179$
- Age one first saw intercourse in book: $t(171) = 0.125$, $p = .901$
- Age one first saw intercourse in movie/DVD: $t(171) = -0.270$, $p = .788$

Next, a multiple regression analysis was conducted with all four measures as predictors. The linear combination of the four pornography exposure measures was significantly related to the age one would first engage in sexual intercourse with an opposite-sexed partner: $R^2 = 0.10$, $F(3, 167) = 6.48$; $p = .01$.

Based on these results, the combination of these four variables provides the best predictive power when predicting the age at which one will first engage in sexual intercourse with an opposite-sexed partner. However, this model is weak; it accounts for a mere 8% of the variance in predicting the age when one might first engage in sexual intercourse with an opposite-sexed partner.

Next, we will take a brief look at the relative strength of the model when gender is factored into the equation. It is important to note that for females, the combined model (with all four predictors) was not significant. For males, it was significant and resembled the above level of prediction. However, if looking at the predictor of initial pornography exposure alone, both models were significant (see Table 37).

Table 37. Regression Analysis to Predict Age One Engages in Sexual Intercourse Based on the Age One First Was Exposed to Pornography

Gender	R ²	Adjusted R ²	F	Significance	Variance
Male	0.22	0.22	(1, 113) = 32.3	p <.001	22%
Female	0.08	0.08	(1, 112) = 41.7	p =.002	8%

A correlational analysis was also run between the total images seen in pornography (a variable that merely counts up the positive responses from the book, Internet, and movie categories of sexual acts viewed) and the total number of sexual behaviours one wants to try. The latter variable reflects the number of positive responses to all of the sexual behaviour items that state, "I would like to try that in the future," including: calling a 900 sex number, having sexual contact with an animal, masturbating, masturbating while looking at pornography, watching someone undress without their knowledge, watching people on their

webcams, using pornography with a partner, chatting in a sex room, telephone sex, paying someone for sex, kissing, feeling someone else's chest, having your chest felt, feeling someone else's genitals, having your genitals felt, giving oral sex, getting oral sex, giving anal sex, getting anal sex, having intercourse, using urine in sex, having group sex, using toys in sex, and using bondage in sex. A correlational analysis was also run between "total pornographic images seen" and the "total number of less common sexual behaviours one wants to try," which reflects the positive responses to the less common sexual behaviours items that state "I would like to try that in the future" including: calling a 900 sex number, having sexual contact with an animal, watching people on their webcams, using pornography with a partner, chatting in a sex room, telephone sex, paying someone for sex, giving anal sex, getting anal sex, using urine in sex, having group sex, using toys in sex, and using bondage in sex. Table 38 illustrates the results of this analysis.

Table 38. Relationship Between Total Number of Pornographic Images Viewed and One's Desire to Engage in a Variety of Sexual Activities

	Total Number of Sexual Behaviours One Wants to Try	Total Number of Less Common Sexual Behaviours One Wants to Try
Total images seen in pornography	$r(95) = .595^{**}$	$r(156) = .574^{**}$

******Significant difference at the .01 confidence interval or above (2-tailed).

Sexually Offensive Behaviour

Logistic regression was used to analyze which variables might predict who might engage in sexually offensive acts. The dependent variable (Y) in this instance is a binary variable, which reflected whether or not someone had engaged

in a sexually offensive act (yes/no). A variety of variables were used to predict who might belong in each category. These variables included: age in years, a measure of total pornography viewed, a measure of pornography viewed in movies or DVD, a measure of pornography viewed on the Internet, one's level of sexual arousal to violence, and the age one first saw pornography.

Overall, this model was significant ($X^2 = 72.54$, $p < .001$) for the 397 cases in the analysis. The goodness of fit for this model is adequate. The overall discriminant power is 81.4%, which represents the accuracy of the logistic model. Using stepwise regressions, six variables were included in this model. Three variables yielded significant scores: sexual arousal to violence, age, and the age one first saw pornography. The variable "total pornography viewed" falls extremely close to the significance line ($p = .055$) and will thus be included. The odds multiplier gives the average impact of the predictor variable on sexually offending behaviour. Within this model, one's sexual arousal to violence increased the odds of engaging in sexually offensive acts by 1.19 to 1 ($p = .003$). Also, within this model, one's age increased the odds of engaging in sexually offensive acts by 1.13 to 1 ($p = .001$). Within this model, one's early exposure to pornography increased the odds of engaging in sexually offensive acts by 0.91 to 1, ($p = .030$), and one's total exposure to pornography increased the odds of engaging in sexually offensive acts by 1.07 to 1 ($p = .055$).

Sexually Offensive Behaviours and Their Potential Correlates

Independent sample t tests were conducted to evaluate the hypothesis that the mean age of first exposure to pornography for individuals who had engaged in

a sexually offensive act would differ significantly (would be less than) from individuals who had not engaged in any offensive acts. Table 39 illustrates these results.

Table 39. Differences in Age of First Pornography Exposure Between Individuals Who Have Engaged in Specific Sexually Offensive Acts Versus Those Who Have Not

	Mean Age of First Exposure to Pornography			
Sexually Offensive Act	Have Committed the Sexual Offense	Have Not Committed the Sexual Offense	Difference	Analysis
Convincing someone to have sex with you	(N = 52) 11.1 years	(N = 358) 12.3 years	1.2 years**	t = 2.47 (408) p = .01
Using threats to get sex	(N = 7) 9.6 years	(N = 404) 12.2 years	2.6 years*	t = 2.1 (409) p = .03
Using violence to get sex	(N = 1) 10 years	(N = 410) 12.1 years	2.1 years	t = 0.673(409) p = .50
Using bribes to get sex	(N = 8) 10.4 years	(N = 410) 12.2 years	1.8 years	t = 1.58 (408) p = .11
Watching someone undress without their knowledge	(N = 47) 11.5 years	(N = 365) 12.2 years	.7 years	t = 1.33 (410) p = .18
Being accused of sexual assault.	(N = 15) 11.7 years	(N = 390) 12.2 years	.5 years	t = 0.616 (403) p = .538

* Significant difference at the .05 confidence interval or above (2-tailed)

** Significant difference at the .01 confidence interval or above (2-tailed)

A clear trend is present even where significant differences are not.

Consistently, the age of first exposure for individuals involved in sexually offensive acts is lower than for the remainder of the sample. When a new category is created, "have acknowledged at least one sexually offensive act," then the combined results show significance (see Table 40).

Table 40. Difference in Age of First Exposure to Pornography Between Individuals Who Acknowledge at Least One Sexually Offensive Act as Compared to Those Who Have Not Engaged in a Sexually Offensive Act

Sexually Offensive Act	Yes Mean Age	No Mean Age	Difference	Analysis
Have acknowledged at least 1 sexually offensive act	(N = 98) 11.3 years	(N = 323) 12.4 years	1.1 year**	t = -3.0 (419) p = .003

** Significant difference at the .01 confidence interval or above (2-tailed)

When examining the results from Table 40, one might be tempted to conclude that the difference detected in the mean age of first exposure to pornography was due to gender rather than being related to one's sexually offending behaviour. This supposition would be based on the fact that females committed fewer sexual offenses, and that their mean age of first exposure to pornography was higher than males. It was important to ensure that the differences detected in Table 40 were not due to gender; therefore, an additional analysis was run that limited the data to males alone. Table 41 reflects these results and again, a significant difference was detected.

Table 41. Difference in Age of First Exposure to Pornography Between Males Who Acknowledge at Least One Sexually Offensive Act and Those Who Have Not Engaged in a Sexually Offensive Act

Sexually Offensive Act	Yes Mean Age	No Mean Age	Difference	Analysis
Have acknowledged at least 1 sexually offensive act	(N = 48) 10.3 years	(N = 129) 11.9 years	1.6 years**	t = 3.312 (175) p = .001

** Significant difference at the .01 confidence interval or above (2-tailed).

One sexually offensive variable was examined more closely: “watching someone undress without their consent”. This variable was selected because it had a relatively high number of positive acknowledgements as opposed to other sexually offensive behaviours. A two-way contingency table analysis was conducted to evaluate the relationship between watching someone undress without his or her consent and one’s reported sexual arousal to violence or force. The two variables were watching someone undress without their consent with two levels (yes or no) and sexual arousal to violence or force with three levels (no to low, moderate, and high). Watching someone undress and sexual arousal to violence were found to be significantly related. Table 42 illustrates the relationship in tabular form:

Pearson χ^2 (2, N = 404) = 10.14, p = .006; Cramer’s V = 0.16.

Table 42. Relationship Between Sexual Arousal to Violence and Having Watched Someone Undress Without Consent

	No to Low Sexual Arousal to Violence	Moderate Sexual Arousal to Violence	High Sexual Arousal to Violence
Have watched someone undress without consent	29	13	2
Have not watched someone undress without consent	304	44	12
Total	333	57	14

A two-way contingency table analysis was conducted to evaluate the relationship between watching someone undress without consent and one’s father’s approval for looking at pornography. Table 43 illustrates this relationship. The two variables were watching someone undress without consent with two levels (yes or no) and father’s approval of one’s seeing pornography (yes or no). Watching

someone undress and father's approval were found to be significantly related due to the significant difference in proportions.

Pearson χ^2 (2, N = 398) = 16.76, $p < .001$; Cramer's V = 0.21.

If one has one's father's approval to view pornography than this increases the likelihood of having watched someone undress without consent.

Table 43. Relationship Between Watching Someone Undress Without Consent and Father's Approval of His Child's Pornography Use

	My Father Approves of Me Seeing Pornography	My Father Does Not Approve of Me Seeing Pornography	Total
I have watched someone undress without their consent	18	25	43
I have not watched someone undress without their consent	57	298	355
Total	75	323	398

A two-way contingency table analysis was conducted to evaluate the relationship between watching someone undress without his or her consent and one's mother's approval for looking at pornography. The two variables were watching someone undress without consent with two levels (yes or no) and mother's approval of one's seeing pornography (yes or no). Table 44 illustrates this relationship. Watching someone undress and mother's approval were found to be significantly related due to the significant difference in proportions.

Pearson χ^2 (1, N = 400) = 3.92, $p = 0.05$, Cramer's V = 0.09.

If one has one's mother's approval to view pornography than this increases the likelihood of having watched someone undress without consent.

Table 44. Relationship Between Watching Someone Undress Without Consent and Mother's Approval of Her Child's Pornography Use

	My Mother Approves of Me Seeing Pornography	My Mother Does Not Approve of Me Seeing Pornography	Total
I have watched someone undress without their consent	10	33	43
I have not watched someone undress without their consent	44	313	357
Total	54	346	400

A two-way contingency table analysis evaluates the relationship between watching someone undress without his or her consent and the frequency with which one has seen pornography in the last six months. Table 45 illustrates this relationship. The two variables were watching someone undress without consent with two levels (yes or no) and frequency of pornography consumption in the last six months with six levels (more than 5 times per day, 1 time per day, a few times per week, a few times per month, once every few months, have not seen any in 6 months). Watching someone undress and frequency of pornography in the last six months were found to be significantly related due to the significant difference in proportions.

Pearson χ^2 (5, N = 421) = 22.01, $p = .001$, Cramer's V = 0.23.

As one's pornography consumption increased, the likelihood of having watched someone undress without consent also increased.

Table 45. The Relationship Between Watching Someone Undress Without Consent and the Relative Amount of Pornography Consumed in the Last Six Months

Sexually Offensive Act	Saw Porn More Than 5 Times per Day	Saw Porn Once per Day	Saw Porn a Few Times per Week	Saw Porn a Few Times per Month	Saw Porn Once Every Few Months	Have Seen No Porn in Last 6 Months	Total
Did not watch someone undress	2	28	51	96	114	83	374
Did watch someone undress		11	13	7	10	6	47
Total	2	39	64	103	124	89	421

Relationship Between Parental Attitudes and Behaviour and their Children's Behaviour and Attitudes Related to Pornography

It is important to examine the effects of parental behaviour and their attitudes toward pornography on their child's behaviour and attitudes. When looking at the sample as a whole, Tables 46 through 57 illustrate the differences between groups with respect to a particular behaviour or attitude when parental attitude is the independent variable. Gender warranted separate analysis as it was supposed that each gendered parent would impact sons and daughters differently. Table 46 compares a group of students whose father approves of their pornography usage to a group of students whose father disapproves of their pornography usage. T tests were used to determine significant differences.

Please note in Table 46 the relative strength of this variable; every variable examined was significant. Of particular note is the hours spent per week looking at

pornography. The difference translates into viewing pornography for half an hour per week (without father's approval) versus viewing pornography for an hour and three-quarters per week (with father's approval).

Table 46. The Relationship Between Father's Approval of Child's Use of Pornography and the Child's Attitudes and Behaviour

	Father Approves of Me Seeing Porn	Number	Mean	t	df	p-Value
Age first saw pornography	No	322	12.4 years	3.249	396	.001**
	Yes	76	11.1 years			
I plan to look at pornography in the future: five-point scale, strongly agree (1) to strongly disagree (5)	No	328	2.89	7.410	402.	.000**
	Yes	76	1.80			
Pornography is morally wrong: five-point scale, strongly agree (1) to strongly disagree (5)	No	328	3.19	-5.802	402	.000**
	Yes	76	4.00			
Pornography is a good source to learn about sex: five-point scale, strongly agree (1) to strongly disagree (5)	No	328	2.97	4.457	402	.000**
	Yes	76	2.38			
Pornography taught me some new ways to have sex: five-point scale, strongly agree (1) to strongly disagree (5)	No	328	2.93	6.184	402	.000**
	Yes	76	2.00			
Sexually aroused to violence (10 point scale)	No	321	1.91	-3.125	394	.002*
	Yes	75	2.73			
Total variety of images seen in pornography	No	328	22.29	-6.204	402	.000**
	Yes	76	31.11			
Hours per week spent looking at pornography	No	304	.54	-6.592	375	.000**
	Yes	73	1.86			

* Significant difference at the .05 confidence interval or above (2-tailed)

** Significant difference at the .01 confidence interval or above (2-tailed)

Table 47 illustrates the same relationships between father's approval of pornography use and subsequent attitudinal or behavioural changes in the child. In this instance, we are only examining the relationship between these variables for males (sons). It is interesting to note that a father's approval in relation to their

son's use does not seem to effect their son's perceptions about the relative value of pornography as a good source for learning about sex.

Table 47. The Relationship Between Father's Approval of Son's Use of Pornography on the Son's Attitudes and Behaviour

	Father Approves of Me Seeing Porn	Number	Mean	t	df	p-Value
Age first saw pornography	No	129	11.9 years	2.083	190	.039*
	Yes	63	10.9 years			
I plan to look at pornography in the future: five-point scale, strongly agree (1) to strongly disagree (5)	No	127	2.26	3.849	188	.000**
	Yes	63	1.68			
Pornography is morally wrong: five-point scale, strongly agree (1) to strongly disagree (5)	No	127	3.33	-4.787	188	.000**
	Yes	63	4.13			
Pornography is a good source to learn about sex: five-point scale, strongly agree (1) to strongly disagree (5)	No	127	2.51	.941	188	.348
	Yes	63	2.36			
Pornography taught me some new ways to have sex: five-point scale, strongly agree (1) to strongly disagree (5)	No	127	2.36	2.978	188	.003*
	Yes	63	1.90			
Sexually aroused to violence (10 point scale)	No	123	1.84	-2.986	183	.003*
	Yes	62	2.84			
Total variety of images seen in pornography	No	128	26.29	-3.724	189	.000**
	Yes	63	31.67			
Hours per week spent looking at pornography	No	114	1.25	-2.623	172	.009*
	Yes	60	2.09			

*Significant difference at the .05 confidence interval or above (2-tailed).

**Significant difference at the .01 confidence interval or above (2-tailed).

Table 48 illustrates the same relationships between a father's approval of pornography use and subsequent attitudinal or behavioural changes in the child. Here, we examine only the relationship with females (daughters). It is important to note that there were only thirteen women who indicated that their father approves of their seeing pornography. This limited sample size may affect the strength of

the relationship seen in this table. However, of note is the increase of the variety of images seen in pornography when a daughter has her father's approval.

Table 48. The Relationship Between Father's Approval of Daughter's Use of Pornography and the Daughter's Attitudes and Behaviour

	Father Approves of Me Seeing Porn	Number	Mean	t	df	p-Value
Age first saw pornography	No	191	12.8 years	.732	202	.465
	Yes	13	12.1 years			
I plan to look at pornography in the future: five-point scale, strongly agree (1) to strongly disagree (5)	No	199	3.31	2.889	210	.004*
	Yes	13	2.38			
Pornography is morally wrong: five-point scale, strongly agree (1) to strongly disagree (5)	No	199	3.09	.947	210	.345
	Yes	13	3.38			
Pornography is a good source to learn about sex: five-point scale, strongly agree (1) to strongly disagree (5)	No	199	3.27	2.97	210	.003*
	Yes	13	2.46			
Pornography taught me some new ways to have sex: five-point scale, strongly agree (1) to strongly disagree (5)	No	199	3.31	2.485	210	.014*
	Yes	13	2.46			
Sexually aroused to violence (10point scale)	No	196	1.96	.474	207	.636
	Yes	13	2.23			
Total variety of images seen in pornography	No	198	19.57	2.591	209	.01*
	Yes	13	28.38			
Hours per week spent looking at pornography	No	188	.096	-3.977	199	.000**
	Yes	13	.811			

*Significant difference at the .05 confidence interval or above (2-tailed).

** Significant difference at the .01 confidence interval or above (2-tailed).

Tables 49 through 51 examine the relationship between a mother's approval of her child's use of pornography and her child's behaviour and attitudes. Again, gender has been separated out so that Table 50 looks at the relationship with sons, and Table 51 illustrates the relationship with daughters.

Table 49 again illustrates some significant relationships between a mother's approval and her child's behaviour and attitudes. Of particular note is the lack of a

significant relationship between a mother's approval and sexual arousal to violence. This stands in contrast to a father's approval, which does relate to arousal to sexual violence.

Table 49. The Relationship Between Mother's Approval of Pornography Use on the Child's Attitudes and Behaviour

	Mother Approves of Me Seeing Porn	Number	Mean	t	df	p-Value
Age first saw pornography	No	345	12.3 years	2.686	398	.008*
	Yes	55	11.1 years			
I plan to look at pornography in the future: five-point scale, strongly agree (1) to strongly disagree (5)	No	351	2.82	5.737	404	.000**
	Yes	55	1.83			
Pornography is morally wrong: five-point scale, strongly agree (1) to strongly disagree (5)	No	351	3.22	-5.324	404	.000**
	Yes	55	4.07			
Pornography is a good source to learn about sex: five-point scale, strongly agree (1) to strongly disagree (5)	No	351	2.92	2.96	404	.003*
	Yes	55	2.47			
Pornography taught me some new ways to have sex: five-point scale, strongly agree (1) to strongly disagree (5)	No	351	2.86	4.640	404	.000**
	Yes	55	2.05			
Sexually aroused to violence (10 point scale)	No	343	2.00	1.584	396	.114
	Yes	55	2.47			
Total variety of images seen in pornography	No	351	22.98	-4.624	404	.000**
	Yes	55	30.61			
Hours per week spent looking at pornography	No	325	.704	2.749	376	.006*
	Yes	53	1.354			

*Significant difference at the .05 confidence interval or above (2-tailed).

** Significant difference at the .01 confidence interval or above (2-tailed).

For both Tables 50 and 51, the number of positive responses indicating mother's approval is relatively low. This compromises the strength of the findings and while relationships may exist, they were undetected due to the small number in the sample. However, for both sons and daughters, a mother's approval seems to be related to the variety of images viewed in pornography, as well as one's plans to

look at more pornography in the future. It is interesting that for sons, a mother's approval is related to the age of first exposure, but the same does not hold true for daughters.

Table 50. The Relationship Between a Mother's Approval of Her Son's Use of Pornography and the Son's Attitudes and Behaviour

	Mother Approves of Me Seeing Porn	Number	Mean	t	df	p-Value
Age first saw pornography	No	155	11.8years	2.014	191	.045*
	Yes	38	10.6 years			
I plan to look at pornography in the future: five-point scale, strongly agree (1) to strongly disagree (5)	No	153	2.19	3.476	189	.001**
	Yes	38	1.57			
Pornography is morally wrong: five-point scale, strongly agree (1) to strongly disagree (5)	No	153	3.41	-4.276	189	.000**
	Yes	38	4.26			
Pornography is a good source to learn about sex: five-point scale, strongly agree (1) to strongly disagree (5)	No	153	2.51	.911	189	.363
	Yes	38	2.34			
Pornography taught me some new ways to have sex: five-point scale, strongly agree (1) to strongly disagree (5)	No	153	2.30	2.375	189	.019*
	Yes	38	1.86			
Sexually aroused to violence (10 point scale)	No	148	2.06	-1.379	184	.170
	Yes	38	2.60			
Total variety of images seen in pornography	No	154	27.35	-2.346	190	.020*
	Yes	38	31.42			
Hours per week spent looking at pornography	No	137	1.45	-.997	172	.320
	Yes	37	1.83			

*Significant difference at the .05 confidence interval or above (2-tailed).

** Significant difference at the .01 confidence interval or above (2-tailed).

Table 51. The Relationship Between a Mother's Approval of Her Daughters Use of Pornography and the Daughter's Attitudes and Behaviour

	Mother Approves of Me Seeing Porn	Number	Mean	t	df	p-Value
Age first saw pornography	No	188	12.8 years	.732	202	.465
	Yes	17	12.1 years			
I plan to look at pornography in the future: five-point scale, strongly agree (1) to strongly disagree (5)	No	196	3.32	3.223	211	.001**
	Yes	17	2.41			
Pornography is morally wrong: five-point scale, strongly agree (1) to strongly disagree (5)	No	196	3.06	-2.158	211	.032*
	Yes	17	3.64			
Pornography is a good source to learn about sex: five-point scale, strongly agree (1) to strongly disagree (5)	No	196	3.25	2.011	211	.046*
	Yes	17	2.76			
Pornography taught me some new ways to have sex: five-point scale, strongly agree (1) to strongly disagree (5)	No	196	3.32	2.827	211	.005
	Yes	17	2.47			
Sexually aroused to violence (10 point scale)	No	193	1.95	-.439	208	.661
	Yes	17	2.17			
Total variety of images seen in pornography	No	195	19.41	-3.161	210	.002*
	Yes	17	28.82			
Hours per week spent looking at pornography	No	186	.132	-1.170	200	.477
	Yes	16	.253			

*Significant difference at the .05 confidence interval or above (2-tailed).

** Significant difference at the .01 confidence interval or above (2-tailed).

Tables 52 through 54 examine the relationship between a father's past or present use of pornography and his child's behaviour and attitudes. Again, gender has been separated out so that Table 52 looks at the relationships with sons and Table 53 illustrates the relationships with daughters.

In Table 52, note that a father's use of pornography seems to be related to his child's sexual arousal levels to violence. Also of note is the difference in times spent looking at pornography, where those whose fathers use pornography view

pornography close to one and a half hours per week while participants whose fathers do not use pornography only view pornography for half an hour per week.

Table 52. The Relationship Between a Father's Use of Pornography and His Child's Attitudes and Behaviour

	Father Has or Does Use Porn	Number	Mean	t	df	p-Value
Age first saw pornography	No	253	12.8 years	.5.055	378	.000**
	Yes	127	11.1 years			
I plan to look at pornography in the future: five-point scale, strongly agree (1) to strongly disagree (5)	No	259	2.95	6.733	383	.000**
	Yes	126	2.11			
Pornography is morally wrong: five-point scale, strongly agree (1) to strongly disagree (5)	No	259	3.15	-4.949	383	.000**
	Yes	126	3.73			
Pornography is a good source to learn about sex: five-point scale, strongly agree (1) to strongly disagree (5)	No	259	3.01	4.771	383	.000**
	Yes	126	2.49			
Pornography taught me some new ways to have sex: five-point scale, strongly agree (1) to strongly disagree (5)	No	259	2.98	5.538	383	.000**
	Yes	126	2.27			
Sexually aroused to violence (10 point scale)	No	253	1.92	-2.142	376	.03*
	Yes	125	2.41			
Total variety of images seen in pornography	No	258	21.36	-6.935	383	.000**
	Yes	127	29.58			
Hours per week spent looking at pornography	No	239	.52	-4.546	356	.000**
	Yes	119	1.32			

* Significant difference at the .05 confidence interval or above (2-tailed)

** Significant difference at the .01 confidence interval or above (2-tailed).

Table 53 illustrates the relationships between a father's use of pornography and his son's attitudes and behaviours. A son's first exposure to pornography is significantly related to his father's use of pornography: a male appears to first see pornography close to two years earlier if his father uses (or has used) pornography. Of particular note is that when gender is factored in, a father's use

does not seem to be related to his son's sexual arousal to violence, but as seen in Table 54, his daughter's arousal to sexual violence does appear to be related.

Table 53. The Relationship Between a Father's Use of Pornography and His Son's Attitudes and Behaviour

	Father Has or Does Use Porn	Number	Mean	t	df	p-Value
Age first saw pornography	No	106	12.3 years	3.741	184	.000**
	Yes	80	10.6 years			
I plan to look at pornography in the future: five-point scale, strongly agree (1) to strongly disagree (5)	No	105	2.37	5.463	182	.000**
	Yes	79	1.62			
Pornography is morally wrong: five-point scale, strongly agree (1) to strongly disagree (5)	No	105	3.32	-3.899	182	.000**
	Yes	79	3.96			
Pornography is a good source to learn about sex: five-point scale, strongly agree (1) to strongly disagree (5)	No	105	2.63	2.769	182	.006**
	Yes	79	2.22			
Pornography taught me some new ways to have sex: five-point scale, strongly agree (1) to strongly disagree (5)	No	105	2.42	3.650	182	.000**
	Yes	79	1.89			
Sexually aroused to violence (10 point scale)	No	101	2.08	-.545	177	.587
	Yes	78	2.26			
Total variety of images seen in pornography	No	105	25.51	-4.597	183	.000**
	Yes	80	31.81			
Hours per week spent looking at pornography	No	93	1.23	-2.100	166	.03*
	Yes	75	1.87			

* Significant difference at the .05 confidence interval or above (2-tailed).

** Significant difference at the .01 confidence interval or above (2-tailed).

Of particular note in Table 54 is the relationship between a father's use of pornography and his daughter's weekly viewing of pornography. If a father uses or has used pornography, his daughter sees an average of 22 minutes of pornography a week, compared to 4 minutes if her father does not use pornography.

Table 54. The Relationship Between a Father's Use of Pornography and His Daughter's Attitudes and Behaviour

	Father Has or Does Use Porn	Number	Mean	t	df	p-Value
Age first saw pornography	No	147	13.1 years	2.435	192	.016*
	Yes	47	11.8 years			
I plan to look at pornography in the future: five-point scale, strongly agree (1) to strongly disagree (5)	No	154	3.35	2.271	199	.024*
	Yes	47	2.93			
Pornography is morally wrong: five-point scale, strongly agree (1) to strongly disagree (5)	No	154	3.03	-1.872	199	.063
	Yes	47	3.36			
Pornography is a good source to learn about sex: five-point scale, strongly agree (1) to strongly disagree (5)	No	154	3.27	2.190	199	.030*
	Yes	47	2.93			
Pornography taught me some new ways to have sex: five-point scale, strongly agree (1) to strongly disagree (5)	No	154	3.36	2.361	199	.019*
	Yes	47	2.89			
Sexually aroused to violence (10 point scale)	No	152	1.82	-2.543	197	.012*
	Yes	47	2.66			
Total variety of images seen in pornography	No	153	18.51	-3.801	198	.000**
	Yes	47	25.78			
Hours per week spent looking at pornography	No	146	.07	-2.698	188	.008**
	Yes	44	.37			

*Significant difference at the .05 confidence interval or above (2-tailed).

** Significant difference at the .01 confidence interval or above (2-tailed).

The following three tables (Tables 55, 56, and 57) reflect the relationships between a mother's use of pornography and her child's attitudes and behaviour. Again sons and daughters are analyzed separately.

In Table 55, it is noteworthy that a mother's use of pornography (even when gender is factored into the equation – see Tables 56 and 57) does not seem to relate to sexual arousal to sex with violence. However, the sample size is relatively small and this increases the opportunity for error.

Table 55. The Relationship Between a Mother's Use of Pornography and Her Child's Attitudes and Behaviour

	Mother Has or Does Use Porn	Number	Mean	t	df	p-Value
Age first saw pornography	No	348	12.3 years	2.399	382	.017*
	Yes	36	10.9 years			
I plan to look at pornography in the future: five-point scale, strongly agree (1) to strongly disagree (5)	No	353	2.75	3.560	387	.000**
	Yes	36	2.00			
Pornography is morally wrong: five-point scale, strongly agree (1) to strongly disagree (5)	No	353	3.28	-3.256	387	.000**
	Yes	36	3.91			
Pornography is a good source to learn about sex: five-point scale, strongly agree (1) to strongly disagree (5)	No	353	2.90	3.514	387	.000**
	Yes	36	2.27			
Pornography taught me some new ways to have sex: five-point scale, strongly agree (1) to strongly disagree (5)	No	353	2.82	3.767	387	.000**
	Yes	36	2.02			
Sexually aroused to violence (10 point scale)	No	346	2.09	.033	380	.974
	Yes	36	2.08			
Total variety of images seen in pornography	No	353	23.52	-3.177	387	.002**
	Yes	36	29.91			
Hours per week spent looking at pornography	No	328	.66	-4.449	360	.000**
	Yes	34	1.92			

*Significant difference at the .05 confidence interval or above (2-tailed).

** Significant difference at the .01 confidence interval or above (2-tailed).

Table 56. The Relationship Between a Mother's Use of Pornography and Her Son's Attitudes and Behaviour

	Mother Has or Does Use Porn	Number	Mean	t	df	p-Value
Age first saw pornography	No	162	11.7 years	1.260	186	.209
	Yes	26	10.8 years			
I plan to look at pornography in the future: five-point scale, strongly agree (1) to strongly disagree (5)	No	160	2.12	2.041	184	.043*
	Yes	26	1.69			
Pornography is morally wrong: five-point scale, strongly agree (1) to strongly disagree (5)	No	160	3.50	-2.551	184	.012*
	Yes	26	4.12			
Pornography is a good source to learn about sex: five-point scale, strongly agree (1) to strongly disagree (5)	No	160	2.55	2.229	184	.027*
	Yes	26	2.07			
Pornography taught me some new ways to have sex: five-point scale, strongly agree (1) to strongly disagree (5)	No	160	2.28	2.213	184	.028*
	Yes	26	1.80			
Sexually aroused to violence (10 point scale)	No	155	2.17	-.121	179	.904
	Yes	26	2.23			
Total variety of images seen in pornography	No	161	27.96	-1.343	185	.181
	Yes	26	30.73			
Hours per week spent looking at pornography	No	145	1.3	-2.812	168	.006*
	Yes	25	2.5			

*Significant difference at the .05 confidence interval or above (2-tailed).

With respect to Table 57, the number of women indicating that their mother has or does use pornography is extremely low, so that for most categories it sits at around 10. However, the general trends are followed where, for example, those whose mothers use pornography tend to look at more pornography per week, and first viewed pornography themselves at a slightly younger age.

Table 57. The Relationship Between a Mother's Use of Pornography and Her Daughter's Attitudes and Behaviour

	Mother Has or Does Use Porn	Number	Mean	t	df	p-Value
Age first saw pornography	No	186	12.8 years	1.489	194	.138
	Yes	10	11.4 years			
I plan to look at pornography in the future: five-point scale, strongly agree (1) to strongly disagree (5)	No	193	3.26	1.289	201	.199
	Yes	10	2.80			
Pornography is morally wrong: five-point scale, strongly agree (1) to strongly disagree (5)	No	193	3.09	-.878	201	.381
	Yes	10	3.40			
Pornography is a good source to learn about sex: five-point scale, strongly agree (1) to strongly disagree (5)	No	193	3.20	1.322	201	.188
	Yes	10	2.80			
Pornography taught me some new ways to have sex: five-point scale, strongly agree (1) to strongly disagree (5)	No	193	3.28	1.747	201	.082
	Yes	10	2.60			
Sexually aroused to violence (10 point scale)	No	191	2.03	.512	199	.609
	Yes	10	1.70			
Total variety of images seen in pornography	No	192	19.80	-2.096	200	.037*
	Yes	10	27.80			
Hours per week spent looking at pornography	No	183	.13	-.399	190	.690
	Yes	9	.22			

*Significant difference at the .05 confidence interval or above (2-tailed).

Discussion

According to the findings contained in this research, one might say that it is not a question of *if* children or adolescents will be exposed to pornography, but rather *when*. At the outset, the purpose of this research was simply to discover if, when, and to what types of pornography children and adolescents were exposed, and the relationship of this exposure to the social construction of sexuality. While the findings from this research are not generalizable, the sample size and diversity contained within does allow for some speculative and contingent conclusions.

When attempting to understand the relationships between pornography and sexuality for children and adolescents, social constructionism provides a meta-theoretical frame from which one can better appreciate the interplay. It is important to note that social constructionism is neither a singular theory nor a specific explanatory method, rather it envelopes several disciplines and ways to approach and understand the world (Brickell, 2006; Stam, 1998). Common to all social constructionist theoretical perspectives related to sexuality is the unequivocal rejection of essentialist or foundationalist claims – sexuality is not a “natural”, genetically predetermined drive (Stam, 1998; Weeks, 1986; Vance, 2002; Laumann, Gagnon, Michael, & Michaels, 1994). In a general way, a social constructionist understanding suggests that the meaning in our lives is derived from our language, and the application of this language onto our experiences (Gergen, 1998). It suggests that what we come to understand as sexual is related to our social experiences and how, through language, we associate various physical sensations with particular thoughts and ideas. In addition to rejecting essentialist thinking, this theoretical

heuristic understands sexuality as a social phenomenon that exists in a fluid and ever-evolving manner.

A social constructionist perspective allows for a meaningful discussion concerning the intersection of pornography and sexuality. The application of this theoretical approach helps reveal the relationships and meanings that form when we pair pornography and sexuality. It recognizes that cultural, social, and interpersonal forces play a role in the formulation and development of sexuality (Simon, 1996). In light of this perspective, and using the data gathered in this research, I hope to better understand the relationships between pornography, children, adolescents, and their ideas about and practices of sexuality. Like the meaning of sexuality, the meaning of pornography itself alters with time and space particularities. Thus, the data in this research refers to the participants' understanding of pornography, sexuality, and themselves in their own historical epoch. Prior to examining the relationships between pornography and sexuality or sexual practices, it is helpful to have a summary of the key findings related to pornography exposure for the participants in this research. The next section provides a synopsis of the incidence of early pornography exposure, drawing from findings from these data as well as other similar incidence studies.

Pornography Exposure in Children and Youth

Within this sample, the average age of first exposure to pornography was 12.2 years, slightly lower for males at 11.8 years and slightly higher for females at 12.8 years. With respect to initial exposure, children were commonly first exposed to pornography by same-gendered friends; however, for 25% of the sample, their first exposure was accidental. This level of accidental first exposure was also noted by Cantor et al. (2003), who found that approximately 30% of their qualitative sample indicated that their first exposure to sexually explicit material was unintentional. In 2000, the Crimes Against Children Research Centre (CACRC) at the University of New Hampshire conducted a Youth Internet Safety Survey and they, too, found that one in four minors (25%) had been unintentionally exposed to some type of sexual depictions during the last year (Thornburgh & Lin, 2002). What is particularly noteworthy is that the CACRC survey was replicated in 2005, and a greater proportion of youth, now 34%, reported unwanted exposure to pornography within the last year (Walak & Finkelhor, 2006). The authors of the study attribute the increase of unwanted exposure to aggressive and unethical marketing of pornography. Of further note, the age at which these unwanted exposures occur is decreasing: in 2000, 7% of unwanted exposures were experienced by 10, 11, or 12 year olds as compared to 2005 where the rate was 13%. Based on the fact that one's current age was also significant in the model for predicting early pornography exposure within this research, (ie, the participants who are currently 17 or 18 years old viewed pornography earlier on average than the participants who are currently in their

twenties or thirties), if this survey were replicated, I would expect to find a trend similar to that seen by the CACRC. I would predict that pornography exposure both intentional and accidental would be occurring at an earlier age.

While the majority of the participants from this sample viewed pornography from various media (magazines 92%, Internet 87%, and movies 88%), most participants reported their common initial medium for exposure as magazines (38%), with television (30%) following close behind. This finding is important given the great expense and effort aimed at educating parents about the dangers of the Internet (Thornburgh & Lin, 2002) while relatively little effort has been channeled into caveats concerning television or magazine content. Television exposure accounted for more than twice the number of first exposures to pornography than did the Internet. This difference in medium of first exposure may change over time as more children and adolescents gain access to the Internet at an earlier age.

A full 98% of youth within this sample acknowledge pornography exposure by age 18 and approximately one in three participants had viewed pornography by the time they reached ten years of age. In contemporary society, a vast array of pornography is available (Soble, 2002), and these data suggest that it is widely available to the child and adolescent population – not limited to adult consumption. It must be noted that a substantial proportion of pornography is created by men for men, and objectifies and shows women to be willing victims of violence (Gunter, 2002; Russell, 1998). This context is important to keep in mind when considering the exposure levels for children and adolescents, and the subsequent relationships to sexual behaviour and attitudes. The next section examines the relationships between

social demographics and early exposure to pornography.

Relationships Between Social Demographics and Early Exposure to Pornography

Aside from the obvious – sexual titillation – what might invite children and adolescents to view pornographic material at an early age? One intention of this research task was to analyze the social determinants that were related to early pornography exposure. Suggestions have been proffered that social demographic variables might account for some of a population's variations in terms of exposure levels to pornography (Ybarra & Mitchell, 2005). Within the confines of this data set, there appears to be a relationship between gender and early exposure, as a significant difference was detected in the age of first exposure to pornography between males and females, with males viewing pornography an average of 1.1 years earlier than females. Even when all unintentional or accidental first exposures were excluded from the analysis, the significant difference based on gender remained stable: males viewed pornography an average of 1 year earlier than females. Plummer (1990) suggests that differences seen in male and female sexual scripts and subsequent behaviour may be based in part on gender stereotyping wherein girls are held to be "asexual innocents" and boys are seen as more assertive and more active pursuers of sexual matters. Seeking out pornography at an early age may be compatible with the idea that males are the "active pursuers of sexual matters".

Other demographic factors seem to be far less powerful in their predictive roles. Religion, which many have presumed offers a protective factor with respect to pornography usage, does not, within this sample, relate to the degree of exposure or

consumption, even when religion is defined both by persuasion as well as religiosity. Within this research, religiosity was measured by the frequency of attendance at a place of worship at the time one was 15 years of age. This finding is also confirmed by Peter and Valkenberg (2006). Perhaps if religiosity was operationalized differently (ie, its value in one's life, or one's own assessment of one's own religiosity/spirituality), it might bear more relativity to early exposure.

Other variables within this sample were examined for their predictive capacity with respect to early pornography exposure, and while some relationships were detected for income level and visible minority status, their overall predictive power was weak. Generally, the social demographic variables under study in this sample did little to predict early pornography exposure. This might suggest that pornography exposure is related to other sociocultural variables, and is not determined by more traditional, descriptive demographic variables.

In addition to gender and "the current age of the respondent", one variable within the regression model did play a significant role in predicting early exposure to pornography: the father's use of pornography. Specifically, if a respondent indicated that his or her father has used or currently uses pornography, then he or she was more likely to have had early exposure to pornography. Overall, this model (gender, current age, and father's use of pornography) accounted for 20% of the variance in predicting the age that one might first see pornography. One potential explanation for the presence of this father's use variable within the model could be availability. Pornographic material may be more available and accessible in the home of a man who has used or currently uses pornography. It would be much easier for a child to

access pornography if it were readily available within his or her home than if he or she had to look outside to acquire it. Please see the Parental Use and Attitudes About Pornography section on page 192 for a more detailed discussion concerning the relationships between parental use of pornography and their child's behaviour and attitudes.

As is evident from the discussion of the previous model related to predicting early pornography exposure, many of the social demographic variables collected during this research undertaking were not relevant to early pornography exposure or ongoing use. However, as noted, a father's past or current use of pornography was a significant factor. As a means of determining whether particular social demographic variables play a role in a less direct manner, the same set of social demographic variables were examined with respect to how they may have influenced a father's past or current use of pornography. Thus the education level and family income of the father was also analyzed to determine whether it played a role in his possession or use of pornography. Education level, family income, and place of birth each were not related to whether or not a father was reported as a pornography user. Aside from variables related to socio-economic status, religion was also examined and, while not significant, was closest to approaching significance as a predictor variable in the model.

The general lack of significant social variables in predicting early exposure might lead one to conclude that early pornography exposure is not related to social demographic variables. Nevertheless, there is much more to explore before one can reach this conclusion. Perhaps early pornography exposure is related more to family

functioning variables such as levels of supervision, family cohesiveness, or constructs related to family communication (especially concerning sexual issues). Research utilizing a broader range of variables, perhaps including standardized measures of family cohesiveness, family functioning, religiosity, or political orientation, may shed more light on the actual determinants of early exposure.

In this section we examined the potential social determinants of early pornography exposure. In the next section we will examine how early exposure to pornography relates to later sexual behaviour and attitudes and why pornography may have a greater impact when viewed by young children.

Relationships Associated With the Early Exposure of Children to Pornography

Pornography has become a relatively stable part of our cultural landscape. Its consumption is prevalent, and exposure levels for children and youth appear to be increasing (Walak & Finkelhor, 2006). But does exposure to this media impact differently upon children who are at an earlier stage of development? Do the pornographic depictions and images play out differently when shown to young children who have a more limited frame of reference, or who have had no real life exposure to sexual acts?

While the data may not fully account for why someone is exposed to pornography at an early age, it certainly offers suggestions about the relationships between early exposure and subsequent behaviour; essentially, it suggests that early exposure to pornography is associated with greater behavioural and attitudinal differences. From this association, it can be inferred that pornography exposure plays a greater role in the construction of one's sexuality, if the exposure occurs at an earlier stage of development.

When examining what might be deemed typical sexual activities as seen within this sample (kissing, genital touching, oral sex, and vaginal intercourse), a significant positive and relatively strong association existed between age of initial pornography exposure (to any type of pornography) and the age when one first engaged in these particular sexual activities. Other studies have found similar relationships between exposure to sexually explicit content and early engagement in sexual activities (Brown

et al., 2006; Collins et al., 2004; Ward, 2003).

To explore further the relationships between pornography exposure and sexual behaviours, associations between the actual pornographic content and subsequent imitative behaviour were examined. Again, significant correlations were found. Initial engagement in oral sex and vaginal intercourse were positively correlated with the age one first saw these activities in a book, on the Internet, and on a DVD/video. Recent research supports these findings as Collins et al. (2004) found that watching sex on television might "hasten adolescent sexual initiation". Specifically, they noted that the more sex an adolescent was exposed to on television in the previous year, the likelihood of their engaging in advances in sexual behaviour increased. A similar finding was documented in Brown et al.'s (2006) paper where it was found that "sexy media matter" predicts adolescent sexual behaviour.

Early exposure to pornography (whether intentional or not) seems to open the floodgates to other pornographic material as a strong and significant relationship was found between first exposure and subsequent exposure to varied types of pornography from varied media; essentially, pornography begets pornography. Similarly, Ybarra and Mitchell (2005) found that "young people who reported unintentional exposure to sexual material online were more than 2.5 times as likely to report intentional exposure online compared to otherwise similar young people who did not report unintentional exposure." For this sample, one may suggest that one's initial exposure to pornography correlates with further early pornography consumption. Following exposure to pornography, either through serendipitous or intentional means, it is hardly surprising that youth will then attempt to access other

similar materials. Whether this access is sought through similar or divergent sources, initial exposure appears to propel further exploration. Valkenberg (2006) also detected a similar relationship when he found that the individuals who looked most often at online pornography were the ones who sought out and viewed sexual content in other media.

In an attempt to better appreciate the impact of early pornography exposure on the development of one's sexuality, the sample population was divided into two groups based on age of first exposure, with early exposure defined as occurring at age 9 or younger and later exposure defined as age 10 or older. When examining disparities between these groups, several striking and significant differences were detected.

The early exposure group spent more time per week looking at pornography and saw a greater variety of pornographic images. The early exposure group was also interested in trying more unusual or diverse sexual behaviours and they reported greater sexual arousal to violence. Age of initial masturbation was also related to early exposure to pornography, where those who were exposed early began masturbation at age 11.8 and the later group began at 14.1 years. This also held true when looking at the age one first masturbated to pornography. There was also a significant difference in the number of sexually offensive acts reported.¹

With the intent of looking for differences based on gender, the relationships were again examined (between early exposure and subsequent behavioural or

¹ For the purpose of this research, a sexually offensive act was defined as one of the following: being accused of sexual assault, watching someone undress without their knowledge, using bribes to get sex, using violence to get sex, using threats to get sex, and/or convincing someone to have sex with you.

attitudinal variables). The males in this sample followed all of the same patterns, save for arousal levels to sex with violence or force, where significance was not achieved. Unfortunately, there were small numbers in the sample for females having had their first pornography exposure younger than or at 9 years of age, thus the results for this group were questionable and inconclusive.

In one unpublished manuscript by D. M. Elliot, it was found that sexually reactive behaviours such as oral copulation, simulated intercourse, and insertion of objects into genital orifices were more likely to be seen in children exposed to pornography than in children who had been sexually abused (Benedek & Brown, 1999). In this instance, sexually reactive behaviours in children were more strongly associated with pornography exposure than with a child's own sexual victimization experiences, again reinforcing the notion that a strong relationship exists between early exposure to pornography and subsequent sexual behaviour.

Within the confines of this data, there have been numerous illustrations of how early pornography consumption and exposure relates to changes in attitudes and behaviours for adolescents and young adults. These relationships were most apparent when pornography exposure occurred at an early age. What might account for the differences associated with age of first exposure? Cantor et al. (2003) noted that when children are exposed to sexually explicit material at a younger age, they reported more embarrassment, confusion, and guilt than older children did. Consider a child's exposure to a horror movie compared to that of an adult. Lack of context, lack of experience, and a relatively recent acquisition of the cognitive capacity to decipher fact from fantasy (occurring around the age of 6 to 7 years according to

Piaget's developmental theory) all contribute to a different perception of the material at hand. In a like manner, exposure to sadomasochism (S & M) may be very confusing to a child/young adolescent who is not aware of the consent obtained, or the sexual pleasure gained by both partners. He or she may only see the infliction of pain and torture, and it may be very frightening. Children lack a context for understanding explicit sex. Benedek and Brown noted, "Children up to 9 years old frequently confuse explicit parental sexual activity with violence because they do not understand what sex is, and sexual behaviour looks violent to them because of the intense repetitive, and unfamiliar movements" (1999, p. 237).

Simon (1996) postulated that one's sexual script may be most profoundly influenced by social input during latency and early adolescence. He asserted that exposure to sexual stimuli during this developmental time may have a substantial and disproportionate impact: "Latency, virtually all now agree, is not a period during which the sexual conveniently lies dormant, but is one in which an increasing store of sexual meanings and social uses is accumulated and refined" (Simon, 1996, p. 74). If Simon is correct, and children during this developmental time are cognitively constructing their sexual selves, then pornography exposure during latency would potentially have a greater impact than at other periods of development.

Imagine how an eight-year-old girl who has inadvertently come across a DVD containing the rather clichéd "sex with the pizza deliveryman" would respond as compared to the response of a forty-year-old woman who has 25 years of sexual experience in her history. This young girl may not realize that this type of sexual encounter is relatively uncommon, she may be unaware that typically sex is preceded

at least by some personal or relational exchanges, and she may be disturbed or frightened by delivery personnel in the future. And, unlike the horror movie where most parents will reassure their children that monsters don't exist, a parent is not typically standing in the wings deconstructing and reassuring their daughter that sex in reality does not happen like that either. A child's fears or misconceptions may also have greater staying power, as he or she may be more reluctant to discuss with a parent their questions about what they have seen. They may fear getting into trouble for simply viewing the material, or they may simply be too embarrassed to raise the issue. As noted by Zillman and Weaver (1989), the vividness of pornographic images coupled with a child's emotional response may grant to pornography a disproportionate amount of influence when reflecting on the meaning of "sexual" for their lives. I would argue that it is not just the strength of the images themselves that promote a disproportionate influence, but the lack of alternative pictorial representations of sex.

Simon's (1996) assertion concerning the importance of latency in developing sexual scripts may help to explain the findings from this data set. Certainly, age 9 and younger can be construed as latency, and thus, the children who were exposed to pornography during this developmental time may in fact exhibit different responses in terms of sexual scripts (behaviour) and sexual schemas (attitudes) than other participants who were first exposed to pornography at a later age. Youth whose first exposure occurs during later adolescence may have more context and experience through which he or she can better deconstruct the meaning and relevance of the pornographic material. He or she may be sexually experienced and know that sex as

portrayed in pornographic accounts does not necessarily reflect sex as it is practiced by individuals within their community.

It is not only age that may alter how one perceives, or is affected by pornography; gender is also important to consider. The next section examines how gender relates to pornography use and the relative impact of pornography on an individual. In addition, the gendered content of pornography will be discussed.

Gender and Pornography

The intersection between pornography and gender manifests itself in a multitude of ways. Given that the vast majority of pornography is geared for the male consumer, it is not surprising that gender is a determining factor in rates of pornography consumption, and this has been shown to be the case in various media (Buzzell, 2005). Peter and Valkenberg (2006), Buzzell (2005), and Ybarra and Mitchell (2005) have found that significantly more males than females intentionally expose themselves to pornography on the Internet. Specifically, Peter and Valkenberg (2006) found differences in online pornography consumption, as they found that 25% of males exposed themselves weekly to pornography versus 5% of females. This notion is bolstered by the findings in this research where a significant difference was detected between male and female pornography usage (45% of males use pornography once or more per week versus 4.5% of females). Further, the majority of males in this sample use pornography regularly (80% stated that they use it a few times per month or more) and 76% intend to use it in the future. This stands in sharp contrast to the females of whom only 19% use it a few times per month or more, and where only 30% intend to see more in the future.

Other differences in gender and pornography consumption detected by Peter and Valkenberg (2006) included the role of sexual experience in determining consumption for females, where the more sexual experiences they had, the less frequently they exposed themselves to pornography. The same could not be said of the males in that sample. Peter and Valkenberg (2006) also noted that the more

advanced the pubertal status of the males, the more they exposed themselves to pornography; however, no similar relationship was detected for females. While the rate of repetitive pornography use may be significantly different depending on gender, the rate of exposure (at least within the confines of this sample) was quite similar, where 100% of males have been exposed to pornography and 97.2% of females reported some exposure. The overall exposure rates were not examined in the Peter and Valkenberg (2006) and Ybarra and Mitchell (2005) studies.

It is not merely the amount of pornography consumed, but the response to pornography that can differ based on one's gender. Several studies have been undertaken to sort out the differences in response to pornography exposure based on gender (Goodson et al., 2000), but as yet full consensus has not been reached. Cantor et al. (2003) found that overall, men had a more positive response to sexual media than did women (when recollecting and discussing their first exposure to sexually explicit material). Goodson et al. (2000) confirmed this notion with the finding that more men than women were sexually aroused by viewing pornographic material. In addition, Cantor et al. (2003) commented on Murnen and Stockton's (1997) recent meta-analysis of gender differences in subjective sexual arousal in response to sexually explicit materials. They found that gender played a consistent role in determining arousal levels, in that males reported significantly higher degrees of arousal than women when confronted with pornography. In addition, Glascock (2005) found that men were more sexually aroused than women when viewing "degrading" pornographic depictions.

These higher arousal levels may account for the increased use of pornography for men, but there may also be other psychosocial factors at play. Perhaps pornography consumption has been included in the sexual scripts of young men; they may be expected to be sexually interested and aroused to this material. Or, as Plummer (1990) suggests (in relation to the development of gender scripts for boys), "This floods over into their construction of sexual meanings, whereby the boy is much more prone to organize sexuality around the satisfaction of his needs and to see himself as the active pursuer of sex" (p. 241). Pornography consumption may be one means of "pursuing" sex. For males, there may well be social or peer pressure to know the contents of pornographic material or to appear to be sexually interested in the material. Young men also feel that they must know how to perform and behave in sexual situations (Hyde, Howlett, Drennan, & Brady, 2005) and this pressure to know may lead them to seek out sexual technique information from an easily accessible source – pornography.

Perhaps most striking of the dissimilarities between men and women in this research sample is the perception concerning the relative worth of pornography as instructional material. Of the women, 24% stated that pornography was a good source for learning about sex, as opposed to the 60% of the men. Similarly, relatively few women stated that they have learned sexual technique from Internet pornography, whereas a large proportion of men in this sample indicated that it was a good educational source. And when citing the most important source of sexual technique, women elected pornography just 4% of the time as opposed to men, who gave pornography a 32% level of endorsement.

In this sample, women, while appearing to be somewhat dismissive of the relative worth of pornography as teacher, simultaneously list their partner as the greatest source of knowledge concerning sexual technique. Given that the partners of these women are primarily male (and one has to wonder if it is these same males who indicated they learned their technique from pornography), one is lead to the conclusion that the same information concerning sexual technique is being transmitted either directly (by firsthand exposure to pornography) or indirectly through one's partner.

A discussion of gender, sexuality, and pornography can hardly be complete without some mention of biology. What role does one's biological sex play in one's response to pornography? There have been vast quantities of research conducted on sex differences and sexuality. Much of this research has focussed on how hormones, specifically the androgenic variety, affect sexual response and behaviour. It has been suggested (Campbell & Udry, 1994; Wood, 1999) that testosterone levels are responsible for sexual drive, but there have been several disputes related to these claims. Also, Campbell and Udry (1994) found that testosterone itself does not necessarily increase sex drive, at least not when given to healthy women. Nonetheless, one's biological sex does seem to be related to some facets of behaviour. How then are these behavioural differences (often attributed strictly to biological causes) accounted for within a social constructionist heuristic? There is a continuum of potential social constructionist responses. On one hand, is a complete disregard for any notions connected to biological determinism, and on the other, is an acceptance of biological differences in the sexes, but with the knowledge that one's

behaviour is the result of the interplays of family, culture, language, etc., and that the biology itself does not determine the behaviour (Gagnon & Simon, 2002). However, for the majority of social constructionist theorists, at least those whose work is in sexuality, biological essentialism is not a viable option. Thus, acknowledging differences based on biology is meaningless until the meaning connected to the biology is constructed and applied. The bodily sensations that arise as a result of increased testosterone are only given sexual meaning through social relations. Knowing that a bodily sensation is sexual comes only through experience, language, and the construction of meaning in a particular context. It is also important to note that brain and body chemistry alters with life experiences and one's interpretation of these experiences. In fact, Hirschenhauser, Frigerio, Grammer, and Magnusson (2002) found that men's testosterone levels increase when they want to conceive children with their partners and their partners are ovulating. This finding suggests that one's thinking or intention can influence sexual biochemistry.

It appears that gender may be a factor in both the consumption and response to pornography. When examining gender and pornography, some comment upon the content of the pornographic material itself is warranted. Ward (2003) documents some of the many discrepancies found in mainstream media with respect to the sexual portrayal of men and women. She cites a multitude of studies indicating a substantial bias in favor of sexualizing women vis a vis more frequent nudity, general objectification, and more revealing clothing (Ward, 2003). Fewer studies have focussed on the ratio of male-to-female content specifically within pornography. I would suggest that this element of pornography is taken for granted in that much of

the pornographic material is created by men for men.

Within the body of this research, some striking differences were detected with respect to the gendered content of the pornography. When considering Internet exposure alone, participants reported that rape of women was viewed by 13% of the respondents versus 3% having seen the rape of men. A similar pattern was repeated when comparing participants who have seen sex with animals, where far fewer had seen men and animals have sex as compared to having seen women have sex with animals. This pronounced discrepancy was also noted by Gossett (2002), who during a content analysis of pornographic rape sites found that women were vastly over-represented.

There are yet a great many questions about how our current social construction of gender impacts upon the use of, response to, and content of pornography. When an explicit gap exists between the genders with respect to their wish to use pornography with their partner in the future, one can only speculate about how this discrepancy gets resolved. Is pornography consumption by a woman within this context merely a way to please her partner? Do they both derive sexual pleasure? Are they using it as instructional material or as a means to spur on sexual arousal? How does the presence of a partner affect the impact of pornography on creating sexual arousal? These are just a few of the issues that warrant further consideration and study.

Parental Use and Attitudes About Pornography and Their Relationship to the Attitudes and Behaviour in Their Children

Of all the variables examined when attempting to predict early exposure to pornography, only current age, gender, and father's use of pornography contributed to a meaningful model. This significant finding (related to parental use of pornography) prompted further investigation of the data focussing on the relationships between parental use of pornography or perceived parental support for their child's use of pornography, and their child's behaviours and attitudes. Overall, these variables were found to have relatively strong relationships with some of the measured adolescent sexual behaviours and attitudes.

When examining the relationships associated with the variable "my father (or mother) approves of my pornography use", it is critical to note that the response to this item was based on the participant's perception – it was not triangulated through parental confirmation. The participants were asked, "does your mother approve of your pornography use?", and "does your father approve of your pornography use?" Given that "approval" is a relatively loose term, the participants could construe its meaning in a myriad of ways. Approval could be understood as tolerance, or it might be synonymous with outright verbal endorsement. Approval could also be inferred based on a parent's use of pornography, and while not speaking openly with his or her parent, a child may presume – based on the parent's behaviour alone – that his or her use of pornography is also condoned. Another issue to consider when looking at the relationships between this variable and a young person's behaviour or attitudes is a perception bias wherein those who use more pornography want to believe that

their parents approve of their behaviour. Nonetheless, the relationships among these variables are noteworthy and worthy of further exploration.

The effects of parental influence on adolescent sexual behaviour have received some attention in the literature, but little consensus (Wight, 2006; Meschke et al., 2000). Save for the Ybarra and Mitchell (2005) study previously cited, a 2006 literature search yielded little documentation concerning the effects of parental use of pornography on their child or adolescent's functioning, and no literature was found regarding parental approval for their child's use of pornography. This lack of literature may be a reflection of how pornography is treated within the home or family; it is cloaked in silence. Alternatively, this lack may reflect the relatively young field of sexology, and specifically, studies on pornography itself. However, within the confines of this sample, parental behaviour and approval (in relation to pornography) proved meaningful.

Parental approval of their child's use of pornography was found to be related to several attitudes and behaviours. For example, whether or not one has his or her father's approval for pornography use was significantly related to the age that one first viewed pornography. It was also related to a significant shift in attitudes; those with father's approval plan to look at more pornography in the future, think that pornography use is more ethically acceptable, believe more that pornography is a good source for learning about sex, and indicated that they have already learned some sexual technique from pornography. According to the data found in Table 46, father's approval (of his child's use of pornography) is also related to pornography use in his child in that individuals with approval look at significantly more pornography per

week, and have seen significantly more and varied pornographic images. Ybarra and Mitchell (2005) document other elements of the parent-child relationships as being significant when predicting an adolescent's online pornography use. In particular, they assert that those adolescents with a poor emotional bond to their parents seek out more online pornography.

Mother's approval also appears to be relevant. Here too, the age of first exposure was related to mother's approval in that those without their mother's approval were first exposed to pornography at 12.3 years and those with her approval first saw pornography at 11.1 years. The respondents' attitudes reflected the pattern seen when the father approves. Mother's approval was related to the respondent's beliefs about pornography being a good source to learn about sex, about their already having learned some sexual techniques from pornography, and about their moral acceptance of pornography use. Like father's approval, respondents who had their mother's approval looked at more pornography per week, saw a wider variety of images, and had more plans to look at pornography in the future.

Although not part of the specific model used for predicting early pornography exposure, parental approval of their child's use of pornography was significantly related to many outcomes including earlier pornography exposure for their child. So here, too, an examination was warranted to discern which, if any, social demographic variables might contribute to a father's approval of his child's use of pornography. In this secondary analysis, the social demographic variables did little in the way of accounting for a father's approval. An analysis examined the potential relationships between a father's religion, education level, family income, and whether or not he

approved of his child using pornography; no significant relationships were detected. If basic, social demographic variables (income, religion, place of birth) are not significantly related to a young person's early exposure, and they are also not related to one of the strong predictive variables (namely a parent's use or approval of his or her child's use of pornography), what accounts for the differences seen amongst children and adolescents in reference to their early pornography exposure?

When examining parental *use* of pornography, similar trends were noted in reference to the relationships with their children's behaviour and attitudes (see Tables 52 to 57). It is important to remember that here, too, that parental use was based on their child's report and was not confirmed directly with the parent. It may be that some youth inferred use by a parent based on the presence of pornography in their home. Although solely conjecture, it is possible that "parental use" based on this type of finding will be falsely attributed to the male parent due purely to existing stereotypes.

When comparing the relationships between mother's use or father's use and the child's behaviour or attitudes, it was difficult to determine the relative influence maintained by each parent. Part of this difficulty is attributable to the small number of mothers identified as pornography consumers. Only 9% of the sample indicated that their mother uses or used pornography; this stands in contrast to the 33% identified fathers.

There have been several studies undertaken in the sexual health field wherein relationships between parental attitudes and adolescent sexual behaviour were scrutinized, and numerous relationships have been detected (Wight et al., 2006). For

example, Dittus, Jaccard, and Gordon (1997) found that a father's disapproval of teen sex delayed first intercourse for his child. Just as the correlational conclusions drawn for this study, these types of descriptions cannot tell the full story. What accounts for approval or disapproval? How do these attitudes manifest within the relational frame of the family? Without some accompanying qualitative analysis, the frequencies do not provide sufficient meaning or explanation.

Perhaps scripting theory can offer some elucidation concerning the relationships between parental attitudes and behaviours and that of their children. Perchance, it is not the values themselves, but the embodiment of these values within a behavioural script that contributes to differences seen in one's children. Perhaps a father's regular subscription to *Playboy Magazine* suggests to his son that consumption of this material is part of what constitutes "manly" or male sexual behaviour. The development of sexual scripts, like the social construction of gender, is complex, and informed and influenced by a multiplicity of factors. Thus, these types of correlational findings require a closer examination that explores not only the family values and parental behaviour, but also the meaning of these behaviours and attitudes to the child in light of his or her own experiences, functioning, and place in the world.

There is a myriad of questions provoked when examining the relationships between parental use/approval of pornography and differences in their children's sexual attitudes and sexual behaviours. These relationships suggest that some of the differences found in pornography use or exposure may be attributable to parent-child dynamics or the sexual values espoused in the home. Again, this invites further analysis where family functioning variables or measures related to sexual values are

examined in reference to pornography use and consumption. Overall, however, these types of variables may have more explanatory value than basic social demographics.

The next section examines how pornography is used by youth as instructional material. It explores how and why pornography may be relied upon as a source for sexual knowledge.

Pornography as Sex Educator

Every facet of social life contributes to an individual's sense of self and to his or her developing sexuality, and pornography is no exception. With respect to children and adolescents, it is clear from these data and others (Gagnon & Simon, 2005) that pornography contributes to shaping their ideas about sex and sexuality. The strength of this relationship may most keenly be felt by the sexually inexperienced, and pornography may contribute in a substantial way to the sexual scripts pertaining to sexual execution and technique. Pornography helps to fill the void left by traditional sexual education and live role modeling, as pornography (unlike other sources of sexual knowledge) provides explicit depictions of sexual contact in its various incarnations. Typically, school-based sexual education programs do not provide information on sexual technique, how to please a partner, what to say or not to say during a sexual encounter, the best way to reach orgasm, etc. Pornography, as a source of knowledge about sexual pleasure or technique appears to have little competition, as other potential sources of information remain silent on this issue (Levine, 2002).

It is clear that pornography *is* being used by adolescents as an instructional guide (Gagnon & Simon, 2005). This notion is reinforced by the data in this sample where 42% of the participants indicated that they believe pornography to be a good source for learning about sex, and about half of the sample stated that Internet pornography has been a source of their knowledge concerning sexual technique.

Pornography, with its sexist and racist content (Russell, 1998; Mayall & Russell, 1993) provides what I would describe as a skewed script for sexual behaviours. Much

of mainstream pornography focusses on pleasing men – its primary audience – (Gagnon & Simon, 2002) and subjugates the sexual needs and pleasures of women. Based on some research with first-year college and university students, Wade, Kremer, and Brown (2005) suggested that this subjugation of women's pleasure is reflected in real sexual practice as well as they found that male pleasure is privileged. With or without intention, pornography instructs young people on how to behave in sexual situations, and mainstream pornography (geared for the male gaze and consumed primarily by men) may not be the ideal instructor.

Of course, pornography and pornographers are not duty-bound to teach fun, satisfying, and safe sex. However, when mainstream pornographic images are the only depictions of sexually explicit material available to youth, the absence of safe, communicative, and egalitarian elements of sex may have an impact. One could point out that sexual depictions that include these elements (communication, safe sex, equal gender relations, and realistic body representations) have never been available to youth and consequently, their absence is redundant. However, the issue is not so much that youth are not seeing sexual depictions with these elements present; it is that youth are *only* seeing sexual depictions *without* these elements present.

Weaver et al., (2002), noted that sexual pleasure was rarely discussed within the standard sexual education curriculum. While not explicitly looking at sexual pleasure, the data in this sample lends support to the notion that the sexual "how to" is not addressed frequently at home or at school. Twenty-five percent of the sample indicated that they had learned some sexual technique from classes at school, and only 9% identified their parents as a source of information on sexual technique. This

stands in contrast to the half of the sample (or three-quarters of the males) who indicated that pornography was a source of education related to sexual technique. If sexual health educators hope to compete with the messages from pornography, they may need to ramp up their content and respond to the real sexual interests of their student bodies.

In the next section, the relationships between early pornography exposure and sexual offending behaviours are examined. Suppositions are offered concerning the connections between early exposure and later offending behaviour.

Pornography and Sexual Offending

There have been several studies documenting the relationships between viewing pornography or sexually explicit material and the subsequent early initiation of normative sexual behaviours (Collins et al., 2004; Brown et al., 2006). However, aside from the public health concerns related to these sexual behaviours occurring at an earlier age (ie, sexually transmitted infections, pregnancy, etc.), is there really any harm occurring? Oral, anal, and vaginal sex are not inherently harmful, so one might be tempted to dismiss these findings as trivial. Even when we factor in earlier engagement – does it really make a difference to our society and social relations if adolescents engage in oral sex at 14 years of age rather than at 15 years of age? Some might go so far as to argue that earlier engagement could be deemed progressive as society lifts its Victorian cloak and more fully participates in and benefits from the pleasure of sex.

Whether pornography exposure results in the early initiation of kissing, oral sex, or intercourse may not be of dire consequence or major significance to adolescent functioning, but does pornography exposure merely propagate premature yet normative behaviours, or are there other potentially more detrimental consequences of early exposure? Underneath the various commissions of inquiry, the laws regarding obscenity, and the newly formed law in Canada (R v. Labaye decision), where the community standards test was replaced solely by “harm”, lies the question “does pornography harm”? The harm in these instances often refers to the potential of pornography to incite sexually offensive behaviours.

As previously discussed, there is no consensus about the effects of pornography consumption on sexually offending behaviour. What is known with certainty is that the vast majority of people within Canada have seen pornography and are not running about committing sexual offenses. However, this certainty does not fully discount the relationships between pornography and sexual offending behaviours. What it does tell us is that exposure to pornography alone is not sufficient to cause one to commit a sexual offense (at least not without appreciable preexisting conditions).

Within the body of this research, sexually offensive behaviours were examined in relation to one's pornography exposure. One significant finding involved the relationship between "watching someone undress without their consent" and the frequency of pornography use. As pornography use increased, the likelihood of watching someone undress without his or her consent also increased. This finding taken on its own does not provide sufficient evidence for a definitive link between pornography and sexually offending behaviours, but it does provide some grounds for further inquiry. This correlation may be spurious, as the increased pornography consumption may be the result of the offending behaviour or perhaps the increase in both is related to a third, as yet, undetermined variable.

Early pornography exposure was also examined in relation to later sexually offensive behaviours. A significant difference was found for age of first exposure to pornography for respondents who committed sexually offensive acts as compared to the remainder of the sample. Based on this data, one could speculate that *early* exposure to pornography may be a greater predictor of later offensive behaviour. In

consideration of sexual scripting theory, a general lack of context when children are viewing pornography, and a recent finding that pornography is more influential on individuals with a lower IQ (Bogaert, Woodard, & Hafer, 1999) one might be tempted to present early exposure to pornography as a meaningful variable in a hypothesis related to creating a causal chain to offending. While thus far there is insufficient evidence to make a claim, there is sufficient evidence and theoretical material to merit further testing of this hypothesis.

Although more research needs to be executed in this area before causal claims can be firmly established, there are some barriers in linking pornography and sexually offending. Part of the difficulty in finding a definitive link between these variables is the lack of a true control group. There are few if any adolescents/adults in Canada who have not had some exposure to pornography, thus comparing those who commit offenses to those who do not proves challenging. However, if more research focusses on the *norms* related to pornography exposure for children and adolescents, a better comparison could be made. The data from this research, along with several other prevalence studies (Ybarra & Mitchell, 2005; Peter & Valkenberg, 2006) could be used as a good base. Once several studies have been completed, some general norms related to pornography exposure in youth could be established and subsequently compared to a group of offenders to ascertain the differences in pornography usage. However, it is not just exposure to pornography that may be telling in the construction of a sexual offense chain, but it may be the way in which pornography is used that may be more salient. For example, if masturbation were coupled with each exposure, the likely effects would be different to passive consumption alone, as a

conditioned sexual response may occur. It is also important to keep the content of the pornography in mind as this, too, may play an appreciable role. Watching only violent rape scenes may bring forth different outcomes than watching someone masturbate. Thus, future research on pornography and sexual offending ought to focus on both the pattern of exposure (ie, is the pornography viewed in groups, or alone, while masturbating, etc.), the content, and the subjective meaning to the individual.

Social Constructionism, Sexual Scripting Theory, and Pornography

The following section will attempt to clarify the relationships between social constructionism, sexual scripting theory and the findings from this research. Sexual desire will also be discussed in light of these relationships and connected to the findings from this study.

There are several viable ways of understanding the relationships between pornography exposure and sexuality that reflect a social constructionist theoretical orientation. Developed in the 1970s by John Gagnon and William Simon, scripting theory is a relatively early social constructionist theory used to better understand the social development of sexuality(ies) (Tiefer, 1995). Kenneth Plummer, himself a respected sexual theorist, bestows the title “the founders of the social constructionist approach to sexuality” to Gagnon and Simon (Simon, 1996) in reference to their work on scripting theory. Gagnon and Simon’s use of metaphorical scripts as a means of understanding the development of one’s sexuality is not only congruent with a social constructionist perspective, but some would argue was the foundation upon which later social constructionist theories were built. “The metaphoric shift from drive to script (Plummer 1982), from sex as an uncontrollable energy to sex as a social accomplishment, was a foundational insight of what would later emerge as social construction theory” (Irvine, 2003a). Essentially, scripting theory helps to concretize the paths through which sexuality and sexual behaviour are created and constructed in a social context.

The meaning of scripting theory is succinctly captured in William Simon’s 1996 description: “Scripts are essentially a metaphor for conceptualizing the production of

behaviour within social life. Most of social life, most of the time, operates under the guidance of an operating syntax, much as language, as a shared code, becomes a precondition for speech" (1996, p. 40). Through an ever-changing and reciprocal process, scripts are created and performed to illustrate the ways of doing life (the scene). These scripts are developed through cultural, interpersonal, and intrapsychic mechanisms (Simon, 1996). Laumann et al. (1994) have outlined four basic assumptions related to sexuality and scripting theory. First, patterns of sexual behaviour are "locally derived". Second, scripting theory assumes that there are either no biological sexual instincts or that these instincts are so minor that they have no appreciable effect on behaviour (at least not when compared to the force of a socially determined script). Third, the acquisition and practice of sexuality is a life-long process developed in accordance with one's local culture. Fourth, although people are presented with sexual scripts, their actual sexual behaviour may not perfectly mirror that with which they have been presented, rather they will make minor modifications to better fit with who they are and what they need. When taken together, these assumptions illustrate how scripting theory reflects several of the basic tenets of social constructionism: the recognition of the local (time and space particularities) in the creation of meaning, the rejection of essentialist notions, the acceptance of fluidity in meaning, and the reciprocal relationships that exist between cultural and interpersonal variables in the construction of social phenomenon.

Pornography, or more specifically, exposure to pornography, can be considered one of many cultural mechanisms through which sexual scripts are, in part, developed. When contemplating pornography's contribution to sexual scripts and the

social construction of sexuality, several pertinent factors warrant consideration. First, Thornburgh and Lin suggest that in relation to the development of sexual scripts, "sexual content in the media may have a greater impact on individuals who do not have real sexual experiences" (2002, p. 148). Essentially, what they are arguing is that young people without real-life sexual experiences will be affected more by sexual depictions or content in the media. Their reasoning is that these young people do not possess a pool of experiences to serve as a "reality check", and their sexual schema is not sufficiently developed to provide counter-examples to what they are viewing. For example, when a sexually inexperienced young person views a sexual act in pornography (say wherein a woman is depicted as sexually insatiable), he or she may not realize that this does not reflect the majority of lived sexual experiences. Thornburgh and Lin's (2002) assertion concerning the disproportionate effect of sexual media on sexually inexperienced youth is relevant to these data. It seems (for the most part) that in recent years, pornography exposure occurs prior to the age one first engages in interpersonal sexual activity; while close to 30% of the sample have seen some pornography by age 10, not even 3% have had any interpersonal sexual experiences.

Second, although not queried specifically, I think it would be fair to assume that this same group of sexually inexperienced young people (who have not had their own interpersonal sexual experiences), have not had direct or first-hand exposure to live sexual activity. Thus, pornography provides an illustrative script for "the ways of doing life" or, specifically, "the ways of doing sex" without having to compete with any alternative scripts. This disproportionate effect, suggested by Thornburgh and Lin

(2002), was reflected in the findings, which illustrated that early exposure (under 9 years) to pornography was significantly related to a variety of variables measuring various components of one's sexuality.

Compatible with a social constructionist perspective and taken from the field of communications, media cultivation theory holds that media exposure promotes the development of schemas or beliefs about the world based on the repetitive exposure of individuals to these ideas or behaviours in the media (Gunter, 2002). Although not specifically identified as social constructionist, this theory mirrors many of the tenets held in scripting theory. Essentially, this theory suggests that complex ideas and systems of understanding are created about the world following exposure to particular ideas. With respect to pornography exposure, it may provide the content upon which sexual schemas are in part constructed. Sexual schemas appear, theoretically, to be interchangeable with what Simon and Gagnon have labelled "intrapsychic scripts" (Irvine, 2003b). As a means of illustrating the relationships between pornography exposure and sexual scripting or media cultivation theory, consider the following case.

If we were to examine a paradigmatic example of a male participant from this research sample, we would find that by age 12, he has been exposed to pornography, and that by age 14, he has seen a variety of sexual activities in various pornographic media (perhaps including oral and anal sex in a video or sexual intercourse in a magazine). This same 14-year-old boy would not yet have engaged in any sexual activity except for kissing with an open mouth. When contemplating the development of his sexual script, it undoubtedly would be developed using a number of sources

including conversations with friends, sexual inferences from mainstream media, family input, religion, pornography, sexual education classes, etc. (Gagnon & Simon, 2005). If we specifically consider the "how to" elements of sex (ie, sexual technique), this list of contributing sources may decrease slightly. When contemplating this young man's entry into sexual activity, what is the likelihood that our pornography-exposed 14-year-old will reject the sexual scripts (the "how to") offered by pornography, and step out on his own to discover his own means of doing sex? Early sexual experiences are often anxiety-ridden and filled with uncertainty. It would take an extraordinary level of self-confidence to reject a prepackaged set of sexual behaviours and venture out into unexplored sexual territory. One need only reflect back to one's own early sexual experiences to appreciate how any kind of guide may have been seen to be useful.

Simon (1996) argues that one function of scripting is to alleviate the anxiety associated with not knowing how to behave in novel situations. I think it is fair to assume that a first-time sexual situation can certainly be considered novel. If we consider what one's sexual schema or script might encompass – if based in part on pornography – I would suggest that it might include instructions concerning the technical aspects of sex (what goes where), communication, and norms concerning sexual response. Gagnon and Simon (2005) assert that in addition to illustrating communication and specific behaviour, sexual scripts can also be used to decode the meaning of internal states, sequencing sexual behaviours and creating sexual boundaries and limits.

Theoretically, I believe that sexual scripting theory provides the best account of shifts in sexual conduct over time. Consider the relatively recent increase of fellatio

among young girls, and keep in mind that the data at hand suggests that the age of exposure to pornography accounted for 22% of the variance of when girls would first perform oral sex. In addition, when comparing the rate of fellatio performed by girls who have seen oral sex in pornography with those who have not, again a significant difference is detected. Seventy-five percent of the girls who have seen oral sex in pornography have performed fellatio, whereas fellatio was performed by only 38% of girls who have not viewed this sexual act within pornography. A vast number of variables can account for the difference; nonetheless, this difference is pronounced and noteworthy.

At this juncture, I would suggest that pornography exposure plays a role in creating or cultivating adolescent sexual scripts, but as media cultivation theory suggests, it is the *repetitive* exposure or its acceptance as the norm, that better cultivates a schema. Bech (1995), when discussing Judith Butler's work, also comments on the role of repetition when constructing heterosexual sexual identities: "There is the process of reiteration or citation: the performatives must be repeated again and again in order to be efficient and assure authority" (Bech, p. 189).

Turn now to the data collected from the participants in this study to better assess the "mainstream" or repetitive quality of pornography in their lives. Ninety-eight percent of the participants in this sample have seen some pornography, 26% of the participants have used pornography with a partner, and sixty-nine percent of the sample intend to view more pornography in their future. It is also noteworthy that at present, 45% of the male participants are viewing pornography at least a few times per week. Based on these numbers, it appears that pornography is yet another

technologically based product used by youth in a routinized manner to augment their lives. It is the routine element that relates directly to media cultivation theory and the construction of schemas and sexual scripts.

Can the repetitive or routine exposure to pornography really correlate to a change in one's sexual script? It is noteworthy that activities such as group sex have seemingly become more common; 10% of the sample have engaged in group sex and 44% would like to engage in this type of sexual encounter. This supports the notion offered by Zillman (1982) and Bryant (1985) who suggest that when an individual is exposed to a great quantity of pornography, this individual will then overestimate the number of people who engage in uncommon sexual practices. The resulting shift in beliefs (one's schema or script) may play a role in altering behaviours. They hypothesized that if an individual believes that a sexual practice is common, he or she may be more willing to take part in that particular sexual activity. These findings also fit with a social scripting or media-cultivation theoretical orientation, where pornography inculcates in young people ideas about sexuality that may later translate into behaviour. Is it merely coincidental that a significant and relatively strong correlation exists within this data set between total variety of pornography viewed and total number of sexual behaviours in which one wishes to engage?

Another indicator that pornography has become a greater part of the status quo is its inclusion in the curricular offerings at the University of California, Berkeley (Williams, 2004). The purpose of its curricular inclusion is not to detect harm or examine the effects of pornography exposure, but to examine its artistic merits,

methods, and themes, just as one might study mainstream cinema. In a similar vein, prisoners at a state institution in Indiana are suing to have access to pornographic materials as though it were any other form of legitimate media. Couple this with its widespread use, and the fact that only 23% of the sample believe it to be unethical, and pornography's place in contemporary culture becomes further entrenched. While pornography may be widely used, this use is not frequently acknowledged or communicated. Taboos remain concerning virtually any element of sexuality, and pornography is no exception. Thus, pornography seems to have acquired a dual identity; it is simultaneously common and taboo.

Pornography maintains several perpetuating mechanisms. Habitual sexual responses to niche sexual scenarios, the quest for the most extreme and perfectly suited sexual depiction, and – at least according to this data – a transgenerational transmission process (where parental attitudes and use correspond to the consumption by youth) all contribute to its perpetuity. Pornography's elevation to status quo will enhance its staying power. The shift to accept and include pornography in one's lifestyle (documented within the data illustrating one's intention to use pornography in his or her future) will ensure its longstanding presence.

While busily carving out its market share, the nature and content of pornography has also shifted. Pornography is no longer the "sexy nude" in the centrefold; within this sample, 33% of the participants have viewed rape, 16% have seen child pornography, 29% have seen sex between women and animals, and 46% have viewed pornography that is wittingly coupled with violence on the Internet. All of these images may contribute in some manner to an adolescent's sexual script.

Pornography now involves live action, personal interaction through directed webcam, rape, objects, bestiality, incest, necrophilia, and virtually anything else imaginable.

The Internet plays a great role in dispersing this wide range of pornographic options. Based on the responses of the participants, the variety of pornography consumed was greatest on the Internet. It is noteworthy that prior research by Barron and Kimmel (2000) found Internet pornography to be more violent than print pornography (cited in Gossett, 2002). With respect to unintentional exposures in the 2005 CACRC study, 13% of such exposures involved sex coupled with violence and 10% involved exposure to what the CACRC deemed sexually deviant material such as sex with animals (Walak & Finkelhor, 2006). Essentially, the content of pornography is limited only by one's imagination. Racism and sexism are inherent to mainstream pornography (Cowan, 1995; Gossett et al., 2002) and this adds another dimension to the meanings that may be construed from the material.

The range of pornographic depictions is expanding, and its presence, as a viable commercial enterprise within mainstream society seems to be firmly cemented. What accounts for the enormous growth in variety available in pornography? A common supposition concerning extreme sex and arousal seems to have taken root wherein it is understood that the more wild or extreme the sex, the greater the sexual response. Also, one's proximity to the object of the pornography can intensify arousal levels. This is directly linked to the concepts offered by Foucault that it is through the transgressions themselves that one finds titillation. Simon and Gagnon also echo this view. In reference to lifting the social taboos or prohibitions on sex, they stated, "the outcome might not be an enlarged capacity for joyous and passionate copulation but

an experience of utmost banality" (1968, p. 175). The question remains. Does sexual pleasure really increase by engaging in extreme sex or is it the thought of stepping outside the bounds of "normal" that creates excitement?

If we take seriously Foucault's position concerning the relationship between transgressions and titillation, ironically, it may well be the antipornography movement that has helped inspire its mass consumption, and the seemingly infinite variety of contemporary pornography. It may be in part, through their vilification of pornography that its "taboo" status has been constructed, and subsequently desired. Another unintended consequence of demonizing pornography is its consignment to the back room where silence is pervasive. This darkened position protects pornography from the everyday scrutiny to which other forms of media are subjected. Unlike movies, where the public feels free to critique indiscriminately, pornography is not subjected to the open public gaze. Free and unfettered discourse related to pornography rarely occurs, for it implies having taken part in its consumption.

Although scrutinizing what may appear to be negative associations with pornography, in the interest of fairness, I must consider the possibility that pornography may play some type of positive role in liberating sexuality. Perhaps the function of pornography is to desensitize people to the taboos associated with sex, opening them up to new possibilities and freeing communication. Perhaps pornography consumption is a necessary step on the path to sexual freedom. I will grant that this "path to freedom" is theoretically possible; however, it is unlikely if we think of other social constructs that have been evolving over time. As Jeffrey Weeks insists, "Sexual autonomy is not a description of what exists; it is an aspiration which

we can progressively move towards, if never fully achieve" (p. 46). Irrespective of if or where pornography is meant to take society, the realities and implications of its current contributions to our social construction of sexuality must be better understood.

Sexual desire is perhaps at the very heart of one's sexuality and yet it receives relatively little study (Diamond, 2005). The relationship between pornography and the creation of sexual desire is complex. Causal paths related to the establishment of sexual desire are indirect, as desire is informed by various elements in our social lives (Vance, 1986). In fact, Simon argues that sexual desire can only be found in social life: "This is the view of sexual desire as the continuously evolving product of human culture, transmitted not through our genes but through language or through the coded behaviour of others which, in turn, reflects the impact of language upon their behaviour" (1996, p. 31).

As discussed previously, pornography has found a place in our culture. And because pornography is directly concerned with sexual arousal, its contribution to desire is worthy of exploration. Looking specifically at the data collected in this study, it appears that pornography exposure is related to a cognitive shift, and perhaps, to the construction of new or altered sexual desires (see Table 38). Specifically, these data suggest that exposure to a greater number of sexual images correlates with a desire to engage in a wider range of sexual behaviours. This is hardly a radical conclusion, as one cannot wish to sample a chocolate coconut pie if one has never encountered such a pie in his or her experience (whether that experience is a direct one with the pie, or exposure to it through another medium such as a magazine

recipe). Nonetheless, there is a clear and consistent suggestion of a relationship between exposure and subsequent desire that heretofore has not been documented. However, if we examine these relationships more closely, one might be tempted to argue that it is precisely because of one's wishes to engage in these behaviours that one seeks out the corresponding images. This is the nature/nurture or essentialist/constructionist debate dressed in new attire. Can the desire to be tied up with ropes or to put whipped cream on a partner's genitals spontaneously occur in one's thinking? Can it precede exposure to these ideas? How do these desires arise? Philosophers and scientists alike have struggled with this very question (Diamond, 2005).

Kant might suggest that the capacity to form sexual desires is an a priori state to be later filled in with experiential data, but this would require later sensorial experience (ie, the specific idea of the whipped cream). As previously discussed, Bandura put forth the notion of a social learning theory wherein behaviour is copied when it appears pleasurable and there is no apparent negative consequence – but this theory, too, depends on actual exposure to the concept of whipped cream on genitals. Evolutionary psychology might account for sexual desire by claiming that this desire is part of a survival strategy, but this theory cannot account for *specific* sexual desires that do nothing to bring about a reproductive state. And finally, a social constructionist position on sexual desire would maintain that there is little of sexual desire that is essential or natural; rather desires, like other facets of sexuality, are constructed through a complex social process that must involve stimuli external to one's psyche (Weeks, 1986). This is not an exhaustive list of potential theoretical

explanations, but it hints at some possibilities. While these theoretical explanations may account for some elements of desire, they cannot necessarily account for particular sexual desires (ie, the act of oral stimulation with whipped cream) without previous sensory exposure to the idea. Byrne and Osland (2000) point out that the similarities seen in the sexual fantasies of research participants are likely the result of imitation and do not spring forth from some preexisting internal state. Essentially, much of the content contained in a sexual fantasy is the result of borrowed material that was communicated through pictorial or verbal expression. I would suggest that pornography provides ample and easily accessible sensory material that helps to construct particular sexual ideas and desires.

Within the sexology literature itself, relatively little is known about the evolution of our sexual desires (Simon, 1996). This is not to say the objects of those desires or the sex of the desired objects is little known, but the desired activities or behaviours themselves. Diamond (2005) argues that before one can attempt to understand sexuality, the phenomenological nature of desire must be better appreciated. Again, let us examine the idea of whipped cream on the genitals and why this might seem more sexually appealing or arousing than, say, goose pate on the genitals. People generally enjoy both of these foods and both can be spread and licked off, so what accounts for the relatively greater arousal of cream over meat? Is there something inherent to cream that makes it arousing? I would argue that it is our social history that makes it sexy; the stories, the jokes, and its portrayal in pornographic depictions that adds to the arousal level (ie, the notorious scene in the film *9 ½ Weeks*).

If arousal, in part, is socially shaped (as evidenced by Raachman and Hodgson in 1968 by pairing boots with naked women to create arousal) as opposed to a fixed and innate state, and pornography is designed to arouse, then it follows that a proportion of our activities or objects of desire are predicated on the backs of our pornographic consumption. If one rejects the essentialist notions concerning sexuality and sexual desire, this further opens the door to the influence of pornography, as pornography now does not face a predetermined biological blockade. Cucumbers are not objects of desire by nature, but if one has viewed or been exposed to accounts of several sexual scenes played out with a cucumber (particularly if these scenes come to a satisfying conclusion) then the cucumber may be elevated to new heights. Its former standing as a mere vegetable may be left in the dirt, and replaced with a new and exciting "sex toy" status. It is faintly amusing to contemplate the alterations of the arousal potential of a cucumber, but when we consider rape, different and more sombre conclusions evolve.

Think of rape as a relatively common example of sexual behaviour that might occur in a pornographic video, and then consider that young men and women are watching this and perhaps feeling some degree of sexual arousal. The implications are concerning. A newly conditioned response (or stated within a social constructionist heuristic, a newly constructed sexual meaning) may evolve that ties sexual desire or arousal to force and violence. Now let us imagine that through repeated pairings of the nude female form with sexual gratification *and* sexual assault that one is conditioned to be aroused to rape, and then let us deliberate about the impact of this newly introduced arousal pattern. Although rape may seem like an

extreme and unlikely example, consider that 33% of the people in this sample have viewed rape in at least one pornographic medium. Aside from the obvious worry that we may be creating rapists, (within this data set, a significant relationship was found between having viewed rape and acknowledging committing a sexual offense) there are other potentially harmful effects including how one's conception of oneself may be influenced following this experience. Simon (1996) argues that adolescence in particular is a time of formulating personal sexual scripts:

What *can* be included within an operative sexual script, what *must* be included, what *can* be excluded, what *must* be excluded, and what *can* be included only when carefully disguised – all these issues must be examined. While this process of definition and redefinition extends across the life span, for most people substantial responses are critically formulated during adolescence. (p. 74)

Does a young man who finds himself highly aroused by a scene of rape imagine that this arousal is indicative of his character (ie, he has some propensity to rape), or does he tuck this discovery away as just another sexually exciting scene and make nothing of it? How does this exposure contribute to his sexual script and the social construction of his sexuality? Based on my years of clinical work with adolescents, it is virtually assured that he will not talk about his thoughts or feelings concerning his arousal level to depictions of rape. This silence effectively excludes what might be a very useful conversation for him involving the deconstruction of this experience. For example, it may be helpful for him to know that erections or sexual arousal by themselves do not make one a rapist, and that although the victim in the rape

appeared to enjoy it (this is often the implication in pornographic rape scenes) there really are no happy conclusions to a sexual assault.

Expose a young woman to the same scene; what if she also finds it arousing? She may wonder about her character (does she secretly wish to be a victim of rape?) or she may worry that she is somehow sexually perverted, ostensibly knowing that girls and women are not supposed to be sexually aroused by violence. What if this girl has a history of sexual abuse or assault? This data shows that this is a relatively common occurrence, with approximately 36% in this sample indicating that they have been touched sexually without their consent. Her sexual arousal to rape may obfuscate her understanding of her sexual assault and may complicate her understanding of who in fact is responsible. She may ask herself, "If I am aroused by sexual violence maybe I somehow wanted the assault to occur." There are many instances where sexual arousal to violence follows abuse; pornography may complicate and cloud the subsequent healing process.

What if the portrayal of a sexual assault (that seemed to be enjoyed) was a person's initial exposure to a sexual depiction? Often one's first exposure to pornography is etched into one's mind due to the novelty, vividness, and one's emotional response. As Zillman and Weaver (1989) suggest, the emotional intensity and vividness of an image will bring it to the forefront of one's mind. Having completed countless forensic interviews that detail initial or early sexual experiences, I have found that the clarity of recall that adolescents can muster surrounding their childhood exposure to pornography and childhood sexual contact is astounding. It is worth considering that the impact of a pornographic scene might be greater if it is

one's initial exposure to this type of graphic sexual depiction.

I proffer this example of the incitement of arousal to rape not to hammer home the supposed negative effects of pornography, but to better illustrate the potential layers and meanings that might be made manifest following pornography exposure. It is not merely the causal paths detected through behavioural variables that need to be considered when examining a social element, but secondary and tertiary meanings also.

The contributing role of pornography in creating sexual scripts is not limited to direct viewing or consumption. By virtue of selecting, and perhaps sharing pornography with peers (48% of first exposures were the result of friend-to-friend sharing), a type of defining self-narrative may evolve. By choosing particular sexual media (ie, sex with animals, group sex, etc.) to view and share, a formative set of sexual descriptors is constructed concerning one's sexuality and the objects of one's sexual desire. The selection of particular sexual materials contributes to one's understanding of one's own sexuality (sexual script) insofar as one can identify that which they find "arousing, appealing, or disgusting," for example. When these images are shared, a fixative agent is applied by ostensibly claiming preferences or aversions – our sexuality is communicated to others. Diamond succinctly sums up this process: "In essence, we become the person we narrate to others" (2005, p. 295). The common expression "he's an ass man" clearly illustrates the acquisition of narrative sexual descriptors related to desire.

As discussed, sexual desires can partly be constructed through exposure to sexual material and can possibly be fixed to our identities when we communicate our

sexual desires to others. There are several concrete examples from these data that establish a relationship between exposure to pornography and subsequent sexual behaviour. Whether or not the imitative sexual behaviour is the result of the creation of a new sexual desire, or merely exploring novel sexual terrain remains to be seen. However, the specifics from the data offer some interesting points to consider.

These data found that viewing particular images (ie, oral sex) within pornography at an early age significantly relates to an increase in the likelihood that one will actually engage in that behaviour at an earlier age. There was also a significant and positive association between early exposure to anal sex and the age one first engages in anal sex. Does the pornography exposure in these instances aid in constructing a new sexual desire (one is now actually sexually aroused by the thought of anal sex), or merely make concrete a means to an end for sexual satisfaction (anal sex may be a new method of reaching orgasm)? Perhaps the relationship has little to do with desire and more to do with trying out new roles. Without access to the internal states of the individuals, it is difficult to determine one's precise motives. Carol Vance suggests, "If we want to study sexuality, we need more information about individual responses to symbol and image. We need to know what the viewer brings with her to make an interpretation: a cultural frame, resonances, connections, and personal experience" (1984, p. 15). Delineating behavioural trends or shifts in cognition in relation to pornography exposure may be an excellent and necessary step in understanding their social intercept with pornography, but it is not sufficient for a comprehensive understanding of the interplay. Nonetheless, relationships were detected between exposure and behaviour;

these relationships merit recognition, consideration, and further analysis. In the following section interventions aimed at mediating or neutralizing the impact of pornography are discussed.

Interventions

In reference to the sample population, this exploratory research project has responded to many queries concerning pornography exposure in children and adolescents. It has found that the majority of children and adolescents are exposed to a wide range of pornography from various media. Although not every exposure is intentional, the consumption of what is often racist, sexist, and inaccurate sexual material, coupled with the knowledge that it is meant to be sexually arousing, has been found to be associated with one's future pornography consumption, one's beliefs, and one's sexual behaviour.

Based on these findings, along with contemporary sexual scripting theory, I contend that pornography plays a role in shaping sexuality, ideas about sexuality, and sexual behaviour. Given this assertion, and the ubiquitous nature of pornography, a novel set of circumstances is placed before young people and those charged with their care. Parents, teachers, and sexual health educators must now consider how best to prepare youth for the seemingly inevitable – their exposure to pornography. As Gagnon and Simon suggest, "Pornography deals almost exclusively with deviant social or sexual behaviour. One consequence of this is that the need for social scripts to organize the encounter with pornography is as great as, if not greater than the need for comparable scripting in actual sociosexual behaviour" (2005, p. 199). Given this identified need, several interventions will be suggested that may help to neutralize the effects of pornography.

While recognizing that a response to children's exposure to pornography may be warranted, it is fruitful to bear in mind what Foucault refers to as "a

pedagogization of children's sex". Foucault succinctly captures this oxymoronic bind of simultaneously acknowledging and forbidding the sexuality of children:

... a double assertion that practically all children indulge or are prone to indulge in sexual activity; and that, being unwarranted, at the same time "natural" and "contrary to nature," this sexual activity posed physical and moral, individual and collective dangers; children were defined as "preliminary" sexual beings, on this side of sex, yet within it, astride a dangerous dividing line. (1990, p. 104)

Thus, while exploring potential responses to child or adolescent pornography exposure, we find it is not exposure to the sex itself that requires a response, but the singular interpretation or presentation of sex often found in mainstream pornography that requires intervention. A naïve response to adolescent pornography consumption is "just say no". While possible responses are explored, no effort is made to keep adolescents "pure" or asexual. Although I am not advocating for children's unfettered access to an abundance of sexual material, it may be helpful for them to be exposed to some alternative representations of sex and sexuality, and not limited only to what is presented in pornography.

Although no conclusive harm can be ascribed to pornography, a harm reduction model may be useful to employ as a means of mitigating the potential negative effects of early pornography exposure. Acknowledging the presence and widespread use of pornography by youth is the first step. How might an adolescent armed with knowledge, media savvy, and the answers to sexual questions (not just the technical but the "how to") navigate the pornography arena as compared to an ill informed or naïve youth of the same age? Would education and media savvy really

make a difference? I think that given the status of pornography in our culture, and the current levels of exposure for children and youth, these questions are relevant.

Research on pornography has often focussed on the unseemly content of pornography and its negative effects. Little attention has been paid to what is *not* present in most pornographic depictions. Based on my observations and self-reports from a variety of adolescents, the most striking feature of mainstream pornography is the total absence of communication (unless one includes moans, groans, and forceful demands related to performance as communication). While these aforementioned noises and behaviours are communicative, they are not what might be deemed meaningful discussions. Verbal discussions about pleasure rarely take place. Little information is sought from partners about preferences related to sexual contact. Boundaries and limitations are also not talked about, and while Foucault may argue that there has been a multiplication of discourses concerning sex (1990), pornographic sexual depictions seem to have missed the discursive boat. In addition to dialogues about pleasure, conversations and illustrations about safe sexual practices are also noticeably absent. Taken from the sexual education curricula, adolescents may be knowledgeable about the ins and outs of safe sex, STIs, and birth control, but what they are lacking are the skills to apply this knowledge to a sexual encounter. The creation of safe *and* erotic sex seems to be blatantly absent.

Given what is currently known about pornography, its mass dispersal, and its potential effects, I have several suggestions to help neutralize the strength of its influence. While I do not profess to have definitive answers, I have spent several years strategizing with many young men and women about how they are going to

navigate sexualized media in their futures.

My clinical practice with adolescents who have committed sexual offenses has shifted throughout the last 13 years, and while initially influenced by a relapse prevention model, it is now informed by cognitive behaviour therapy, narrative therapy, feminist practice, and keen appreciation for the social construction of gender, sexuality, and sexual offenses. During the past several years, I have paid particular attention to the narratives of the people with whom I work and invariably pornography plays a role in their story – especially the story of their offense. It is often identified as a significant source for sexual fantasy material and as a precursor to the offending behaviour. It has also been routinely used as a means of inculcating their victims into a sexual sphere. Given these accounts in their narratives, substantial time has been spent strategizing with these young people about how best to deal with pornography in their futures.

Although the following points of discussion have been used primarily with young people who have committed sexual offenses, they may have some relevance (especially given the ubiquitous nature of pornography) to other adolescent populations.

Young people need to be made aware that pornography exists *before* they are first exposed. The provision of foreknowledge better prepares a young person to analyze the media material. In the same way that media literacy can decrease the impact of commercialism, foreknowledge can perhaps diminish the attraction to and initial impact of pornography.

Coupled with this initial edification, discussions about the economic motives behind the production of pornography need to be highlighted. Consumers need to be made aware that many of the participants or actors in pornography make relatively little money compared to the production and distribution companies that profit from their images. They should also be informed about the artificial nature of pornography. The film *Not a Love Story* (1982) did an excellent job of revealing the illusions inherent in pornography. Knowledge concerning the artificiality of what is beheld may lessen its intensity. For example, knowing that vaginal secretions are frequently painted or sprayed on may diminish the intensity of the impression made by the performance. Knowing that many erections are artificially produced by means of pharmaceuticals may not only lessen the impact of the scene, but it also may decrease a young person's anxiety related to performance.

Humanizing the people used in the production of pornography can also have a profound effect on youth. Considering women not merely as objects of sexual pleasure, but as human beings with a history, a family, and a future can assist youth in more comprehensively evaluating a pornographic scene. Posing questions about the history and motivations of an adult film actor can bring about interesting responses: Do you think when she was a little girl she wanted to grow up to be a porn actor? Do you think her children or parents feel positive about her exposure in this movie? How do you think she came to be in the pornography industry (ie, what is in her history that led her down this path)? How would you feel if it were your mother or sister? All of these queries force young people to consider more than just the images presented.

In addition, the risks associated with pornography consumption need to be made manifest. However, it would be inaccurate and unethical to present risks as inevitable outcomes. Risks are just that: possibilities that may occur. Many people do and have viewed pornography without having any negative outcomes or developing what might be considered deviant² sexual practices. However, there is also a portion of the population who do respond to pornography in a more negative manner, and as yet, there is insufficient research to predict who, specifically, should be avoiding pornography exposure and for whom it will be most detrimental. There is also insufficient research to clearly delineate the impact of pornography exposure on children and youth. Thus, when engaging in dialogues concerning risk, these discussions must be couched in a language of possibilities and uncertainties.

Included in any discussion of risk should be the potential of developing, or for the case of some young people who have committed a sexual offense, perpetuating deviant sexual arousal patterns. Previous studies have documented this possibility (Rachman & Hodgson, 1968) and there are numerous examples that can be drawn from clinical practice that illustrate the path by which deviant arousal has taken root. It is often an inadvertent exposure to a particular sexual scene that is the first step in this process. It is not only deviant arousal, but as Zillman and Bryant (1988) have documented, a shift in sexual expectations that can occur that leaves individuals feeling less satisfied with both their sex lives and with their partner.

Other issues to include in the discourse involve a discussion concerning the poor quality of most pornography as a teaching tool. This discussion may be most

² In this instance, deviant refers to sex with children or to nonconsensual sexual violence.

relevant to young men who, as these data have shown, often rely on pornography as an instructor of sexual technique. I think that most young men desire to please their partners, and therefore the knowledge that pornography is not realistic and that it is not generally geared to pleasuring females may encourage them to seek out other sources of sexual information and technique.

Discussions concerning the portrayal of men and women in pornography are also relevant. Pornography often depicts women as insatiable and as objects rather than human beings. They are often seen as a means to an end and are not granted humanity. Men, too, are portrayed in an unrealistic fashion, both in their physical attributes (eg, penis size) and in their capacity to maintain erections. Men are seen as always willing and able to have sexual encounters, thereby providing little in the way of a script for a young man who may not be ready to engage in a sexual relationship. The depiction of men and women in pornography is a treatise unto itself; however, there is certainly room for a brief discussion of these issues with youth.

Freeman-Longo (2000) suggested that the legal ramifications of pornography use (ie, age minimums and illegal content) ought to be part of any discussion with youth about pornography. Youth need to be made aware that pornography consumption is illegal until they are eighteen years of age. In addition, youth need to be informed about the risk involved in the use of webcams and of transmitting sexual images of themselves over the Internet. In Canada, anyone under eighteen years of age who broadcasts sexual images of themselves over the Internet is guilty of transmitting child pornography, according to Section 163 of the Criminal Code of Canada.

Sexual educators ought to consider curricula that include a detailed deconstruction of pornography where not only its sexism, racism, and poor sexual technique are illustrated, but also the unrealistic nature of the bodies and sexual acts portrayed. Sexual education would be strengthened by incorporating good sources concerning sexual technique and skills for discussing sexual matters.

Freeman-Longo (2000) also wanted to add the risk of sexual addiction to any list of caveats concerning pornography consumption. Pornography addiction can have a devastating effect on a person's life, sometimes jeopardizing one's job and relationships with partners and children.

Pornography usage may be highly relevant to youth who have sexually offended. Discussions about the use of sexual media are imperative during treatment and many of the aforementioned risks are relevant discussion points for this clinical group. Appendix H provides a detailed list of clinical questions and topics for discussion when working with youth who have committed a sexual offense.

Parents, too, may benefit from some education on pornography. Based on my clinical experiences with families, and the responses from the youth in this sample (37% indicate that no one knows how much pornography they are viewing), most parents are unaware that their children are consuming pornographic material. Even if their children's consumption is detected, many parents struggle with an effective means of intervention. Within the context of social work practice, parents may ask how to address the issue of pornography with children and youth – not only wanting to know what to say, but also when to say it. Many parenting books contain sections pertaining to speaking with children about sex, but far fewer include pornography as

an issue to tackle. It is difficult enough for parents to discuss straightforward sexual matters with their children (Weaver et al., 2002), and if they are further burdened with tackling pornography, it may be too onerous. Yet, given the relative importance of parental attitudes and behaviours, their comments may be *the* most influential factor in determining pornography use in their children. The data contained in this research relating to parental attitudes, and subsequent pornography use in adolescents, elevates the relative significance of parental input. Parents are often hungry for information and perhaps, based on the existing body of research, some suggestions can be offered.

Factual information might be shared with parents concerning normal levels of exposure (once these are established), potential impact of exposure, and prevention. With great emphasis, parents should be reminded of how important and influential their behaviours and attitudes are in relationship to forming the behaviours and attitudes of their children.

Given what we have learned about the initial media of exposure, the high degree of unintended initial exposure, and the influential role of parents, more focus could be placed on preventing premature exposure. Ybarra and Mitchell (2005) noted that the extent to which parents monitored Internet use reflected on exposure levels for adolescents. A good resource for parents concerning Internet safety can be found on the Ontario Provincial Police Web site (www.opp.ca). Special attention ought to be given to unintentional television exposure as it accounts for almost a third of accidental first exposures. It is not a coincidence that a negative correlation exists between age of first exposure and overall pornography use. Thus if a parent is

interested in curbing ongoing pornography use, he or she must delay the initial exposure.

Future Investigations

Aside from providing answers, research (particularly exploratory research) often produces a whole new set of questions. This body of research is no exception. While this study provided a comprehensive description of pornography exposure and use, it is limited in terms of its generalizability due to the means of sampling. However, should similar studies be undertaken with comparable results, the claims would be strengthened.

More research is needed, with specific emphasis on the effects of sexualized media on children and youth and its impact on behaviour and attitudes. Special attention should be given to the effects of accidental viewing or exposure. What impact does this have on the sexual development of a child, and what relationship does it have to a "sexual awakening"? In addition, a cross-cultural comparison may help in decoding what, in fact, contributes to precocious pornography exposure and may highlight potential protective factors.

Several qualitative investigations looking at the experiences and meanings of initial pornography exposure would greatly enhance the knowledge base. Special attention ought to be paid to how the content of pornography was or was not incorporated into an individual's sexual repertoire. Specific questions related to how pornography is used may also shed some light on how it contributes to the construction of one's sexuality.

Although social demographic variables in this study did little to predict early pornography exposure, this does not preclude a relationship between them. It may be that the variables selected for this particular study were lacking in predictive power.

Perhaps political affiliation or ideology is more relevant in predicting early pornography exposure. Perhaps parental age of first exposure might be a strong determinant. Other obvious variables to be tested would include the type and variety of technology available in a household and the amount of pornography present within a home. There are numerous social demographic variables yet to be tested that are worthy of exploration.

Research needs to be carried out that examines the implications of different varieties of pornography on its viewers. In particular, the effects of egalitarian pornography should be studied. What happens to the sexual script of a young person who might see this new form of pornography? Imagine for a moment that *all* pornography is based on open communication, peer-to-peer instruction about good sex, and most of all, a complete regard for the equality of the sexes, sexual orientation, ability levels, and races. Do you imagine that young people exposed to this might perform their sex differently? Would conversations emerge that speak openly about sexual pleasure and respect? New sources of sexual education and information are cropping up every day on the Internet with some of these sites attempting to create provocative and sexually explicit depictions; however, these sites are hard-pressed to compete with free, seemingly limitless and graphic pornographic sex.

Media literacy programs, where they exist at all, should be evaluated with respect to their content related to pornography. Ontario has incorporated a media literacy program into the provincial high school curriculum; however, there was no reference made to pornography as a form of media or as a topic to be covered within

their program descriptors.

The questions that arise as a result of this exploratory study are virtually limitless. More examples of particular research questions can be found in Appendix B. Research in this substantive area (children, pornography, and sexuality) is definitely not limited by a paucity of queries, but by the ethical constraints that must be exercised when examining this population. At best, general survey methods (without much specific sexual content) can be employed with a nonclinical sample of young children. Retrospective methods can be used in an attempt to capture the experiences of children; however, this method runs the risk of relying on recollections and memory. True experimental designs where children are exposed to pornography, as the independent variable cannot ethically be administered, thus limiting the means by which information can be gathered. As Tiefer (1995) suggests, multiple research methods are necessary for understanding a process as complex as the social construction of sexuality. Therefore, further study in this area is necessary if we are to have a better understanding of the relationships between pornography, children, and the construction of sexuality.

Concluding Thoughts

Pornography's contribution to the construction of sexuality is both a complex and intriguing matter. The complexity arises from the multiplicity of available types of pornography and its relationship to one of the most complex of entities, human beings. Each person comes equipped with his or her own set of experiences and cultural peculiarities, all of which are bound in a unique biological package and set in a particular social epoch. The intrigue lies in sifting through the relationships between pornography, external social stimuli, and the intricacies of the human being.

Given these complexities, linear pathways demonstrating specific causal relationships between exposure to pornography, sexual conduct, and the construction of one's sexuality are difficult to delineate. Nonetheless, an attempt was made to explore potential relationships among these phenomena. Largely, the data presented in this paper served to provide specifics about the who, what, and where of pornography exposure for children and youth. In addition, information about sexual behaviours and attitudes was collected and analyzed in relation to the variables signifying exposure to pornography.

There were several trends of import repeatedly seen within the data – most notably, significant relationships between early exposure to pornography and subsequent sexual behaviour and attitudes. The strength and consistency of many of these relationships suggests that there may well be a causal link. Although the sampling method does not allow for generalizations, weight is added to the detected

patterns as they reflect findings from other similar research.

As previously articulated, sexuality is not essential to human beings (Weeks, 1986; Foucault, 1990; Gagnon & Simon, 2005), rather it is pieced together through everyday social interaction, the words we apply to said interaction, and the meanings we attach to the words. The construction of one's sexuality is a fluid process that is historically and culturally contingent. The fluidity of the process lends great malleability to the construct and provides innumerable opportunities for amendments and alterations. This tractability opens the door to what Jenlick and Banathy (2002) refer to as "conscious evolutionary change", where individuals, families, groups, and communities can reflect on the current state of affairs (in this case sexuality) and consciously plan for change. Essentially, the means by which one's sexuality is constructed and modified over time is largely dependent on the social environment to which one is exposed, and the interaction between the environment and one's being. To a limited degree, social and cultural conversations, policies, and practices can influence the particularities in our social environment.

With specific reference to children and adolescents, what sets sexuality apart from other socially constructed phenomena is the absence of purposeful and prescriptive modelling related to the "how to" elements of sex, and to some degree to sexual desire, for: "It is not that childhood sexuality is being repressed; it is rather that a pattern of communication is being set up which starts to put 'sex' into a separate compartment cut off from the rest of experience" (Plummer 1991, p. 239). Thus, the "how to" components of one's sexuality must rely more on

alternative sources for construction. Pornography provides a ready illustration of how to “do” sex. It provides an operational script that leaves nothing to the imagination; in the metaphoric language of scripting theory, it furnishes the backdrop, stage, setting, context, players, lighting, and dialogue.

These ready scripts may provide the much-sought-after technical information, but collectively we must ask whether these are the illustrations of sex that we want made available to children and youth. The silence and solitude that accompanies most pornography exposure provides little opportunity for critique. Typically, when one views behaviour in a social context (be it desirable or objectionable), we comment on it to our peers and our family, and parents speak to their children at length about their beliefs, feelings, and values about the behaviour in question. This critical decodification process is absent with respect to pornography. If spoken of at all, it is in the abstract. The particular pornographic depictions are not remarked upon and numerous teachable moments slip away. Pornography, although ubiquitous, is marginalized, particularly in the family. Much of the scripts for sexual conduct then are constructed devoid of active and ongoing critique, as there is no immediate reflection on the material being shown.

The time has come to acknowledge pornography – both its presence and its fortitude. In reference to children and adolescents, it is naïve to only proceed down the path of deterrence. As was clearly seen with antidrug campaigns, a “just say no” to porn campaign would be futile in attempting to discourage use. Differential responses are required that not only aim at deterring precocious

exposure, but also address the fact that pornography *is* being seen by children and youth at a relatively early stage in their development. We must acknowledge that exposure to pornography has some relationship to future sexual behaviour, sexual attitudes, and the overall construction of sexuality.

It is only with this acknowledgement that a dialogue can begin that starts to examine the contributions of pornography to our construction of sexuality. It is only through decodification that reflections, connections, and directions can be constituted. As Jenlick and Banathy (2002) suggest, if we live by the code of civil society, we must take responsibility for our continued evolution. We must not live by default, but have a say in constructing our sexual futures.

Appendix A

Wilfrid Laurier University, Information Letter
Pornography and Sexual Behaviour
A Research Project: Bente Skau Ph.D.(Candidate)
Supervisor: Dr Lea Caragata
Faculty of Social Work, Wilfrid Laurier University

Thank you for taking the time to consider participating in this study concerning sexuality and pornography. Your participation is most helpful to better understand the development of sexuality in young adults and their use of pornographic materials.

The questionnaires will take approximately 15 – 20 minutes to complete and they should be returned to me within the envelope provided. The questions are about your history of exposure to pornography and your past sexual behaviour. In addition, there are several questions about your family background, income level and religion. These demographic questions are asked to help determine the relationships between these components of your life and your exposure to pornography. By completing and returning the questionnaire, this will be taken as permission to include your information in the data.

All survey responses will be stored in a locked filing cabinet and will be destroyed upon completion of the research project. Only whole group information will be retained past the completion of the dissertation. Only committee members; Dr Lea Caragata, Dr Marshall Fine, Dr Sarah Maiter and Dr Robert Gebotys will have access to the completed questionnaires. Responses are anonymous and any potentially identifying information will be removed. Approximately 800 first year college and university students across Ontario will complete the questionnaires.

Prior to beginning the questionnaires it is important to note that there is some explicit sexual language and questions contained within the survey that potentially could cause you some discomfort and/or embarrassment. Should this occur, please feel free to contact the principal investigator at 416-878-2111 and I can direct you to an appropriate resource. In addition, you will find at the end of the survey a list of services in your area that can provide some support to students.

Please know that your participation in this research is voluntary and that you can end your participation in the survey at any time simply by writing "END" on your package. You also may choose to not answer any question

Appendix B

Future Directions

Other Questions to Consider

- Is there a difference between a clinical and nonclinical population with respect to the exposure to and consumption of pornography? (Currently, a database is being assembled of pornography use in adolescents who have committed a sexual offense – a future comparison may be possible.)
- How much of a learning tool is pornography considered to be? (ie, What percentage of sexual knowledge do people attribute to pornography?)
- Does the nature of the pornography have any impact on the types of sexual behaviour in which one might engage (ie, does pornographic bestiality promote animal sexual partners?)?
- How does pornography impact girls with respect to how they make their sexual choices (ie, how do you know what to do in a sexual situation?)?
- A cross cultural analysis regarding eroticism
- Looking at the impact of pornography on 1-900 calls: how often do they play a role?
- Do 1-900 calls lead to an increased use of prostitutes? (ie, first opportunity to use women as objects)
- How does the direct contact that is involved in a 1-900 number or Internet site impact on a man's tendency to a) objectify women, b) sexually assault/abuse women/girls, c) accept and subscribe to

rape myths, d) diminish Finkelhor's preconditions for offending, and
e) skew their sexual behaviour with their partners

- How do children/adolescents learn/discover what "turns them on" and how much of this comes from the media, including pornography?
- Children with sexual behaviour problems that are diagnosed as being premature over-stimulation: how does this connect to pornography?
What is the prognosis for these children/adolescents?
- Does pornography contribute to sexually offending for adolescent males?
- If pornography plays no role or has no impact, why should there be limits on use?
- What about how one is exposed to pornography (ie, if the person sexually abusing you shows the child/adolescent pornography; what about if a parent/a friend, etc. shows the pornography); does this affect attitudes about sex?
- Given that there may be nothing that is innately erotic, how do we construct that which turns us on? That is, if we show a child explicit intercourse, at what point, without outside messages, would they find this sexually arousing? When, and why?
- Parents' perceptions concerning their children's pornography exposure

Appendix D

Survey Measure

-
1. Gender:
☐ Male ☐ Female ☐ Transsexual ☐ Transgendered ☐ Other
 2. Age: _____ years
 3. My Country of Birth: _____
 4. My Mother's Country of Birth: _____
 5. My Father's Country of Birth: _____
 6. My religion is:
☐ Catholic ☐ Protestant ☐ Muslim (Islam) ☐ Hindu ☐ Jewish
☐ Sikh ☐ Buddhist ☐ No religion ☐ Atheist ☐ Other_____
 7. At the age of 15, how often (other than special occasions such as weddings, funerals or baptisms) did you attend religious services or meetings?
☐ at least once a week ☐ at least once a month ☐ a few times a year
☐ at least once a year ☐ not at all
 8. My Mother's religion is:
☐ Catholic ☐ Protestant ☐ Muslim (Islam) ☐ Hindu ☐ Jewish
☐ Sikh ☐ Buddhist ☐ No religion ☐ Atheist ☐ Other_____
 9. My Father's religion is:
☐ Catholic ☐ Protestant ☐ Muslim (Islam) ☐ Hindu ☐ Jewish
☐ Sikh ☐ Buddhist ☐ No religion ☐ Atheist ☐ Other_____

...more

10. My Mother's highest level of education completed:

- ☐ no schooling
- ☐ some elementary
- ☐ elementary school diploma
- ☐ some high school
- ☐ high school diploma
- ☐ some trade, technical or vocational school or business college
- ☐ some community college, CEGEP or nursing school
- ☐ some university
- ☐ diploma or certificate from trade, technical or vocational school or business school
- ☐ college diploma or certificate from community college, CEGEP or nursing school
- ☐ bachelor or undergraduate degree or teachers college
- ☐ degree in medicine, dentistry, veterinary medicine or optometry
- ☐ masters degree or earned doctorate

11. My Father's highest level of education completed:

- ☐ no schooling
- ☐ some elementary
- ☐ elementary school diploma
- ☐ some high school
- ☐ high school diploma
- ☐ some trade, technical or vocational school or business college
- ☐ some community college, CEGEP or nursing school
- ☐ some university
- ☐ diploma or certificate from trade, technical or vocational school or business school
- ☐ college diploma or certificate from community college, CEGEP or nursing school
- ☐ bachelor or undergraduate degree or teachers college
- ☐ degree in medicine, dentistry, veterinary medicine or optometry
- ☐ masters degree or earned doctorate

12. My Mother's occupation: _____

13. My father's occupation: _____

14. Thinking of your parents or caregivers, what would you estimate your family income to be?

- ☐ under \$20,000 ☐ \$20-30,000 ☐ \$30-40,000 ☐ \$40-50,000
- ☐ \$50-60,000 ☐ \$60-70,000 ☐ \$70-80,000 ☐ \$80-90,000
- ☐ \$90-100,000 ☐ over \$100,000

...more

15. My mother's marital status is:

- ☐ single (never married) ☐ living with partner ☐ married (to my father)
☐ re-married ☐ divorced ☐ widowed

16. My father's marital status is:

- ☐ single (never married) ☐ living with partner ☐ married (to my mother)
☐ re-married ☐ divorced ☐ widowed

17. Number of siblings: _____

18. Overall, how many mothers or mother substitutes (i.e. stepmom or caretaker) did you live with during your lifetime? _____

19. Overall, how many fathers or father substitutes (i.e. stepdad or caretaker) did you live with during your lifetime? _____

20. How old were you the first time you saw any type of pornography? _____ years old

21. The first time I saw pornography it was:

- ☐ a magazine ☐ a book ☐ on the internet
☐ a video ☐ a videogame ☐ on TV ☐ have not seen any

22. It was shown to me by:

- ☐ brother ☐ sister ☐ friend (same gender)
☐ mother ☐ father ☐ friend (opposite gender)
☐ other relative (please specify): _____
☐ I got it myself from (please specify): _____

...more

23. Pornography Exposure

For each type of pornography source (**Books or Magazines, the Internet, and Movies or Videos**) please select "yes" or "no" to indicate whether you have seen the following types of sexual activities. Then indicate, as best as you can remember, your age when you first saw that type of activity.

Books or Magazines

Activity	Have Seen In Books or Magazines	Age First Seen In Years				
		under 7	8-10	11-13	14-16	over 17
a) Naked woman alone	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Naked man alone	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Men and women involved in sexual acts	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Woman and woman involved in sexual acts	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Man and man involved in sexual acts	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Woman and animals involved in sexual acts	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Woman and objects involved in sexual acts	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Sexual acts involving bondage, chains, restraints, etc.	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) S&M Sadism and Masochism (sexual acts involving the infliction of pain)	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Naked children alone	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) Naked children involved in sexual acts with adults	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) Girls or guys (under 18) involved in sexual acts	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m) Rape of women	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n) Rape of men	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o) Fetishes (i.e. feet, diapers, etc.)	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p) Oral sex	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q) Anal sex	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r) Cum shots	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s) Cartoon of sexual acts	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		under 7	8-10	11-13	14-16	over 17

...more

23. Pornography Exposure (cont'd)

Internet

Activity	Have Seen on Internet	Age First Seen In Years				
		under 7	8-10	11-13	14-16	over 17
a) Naked woman alone	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Naked man alone	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Men and women involved in sexual acts	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Woman and woman involved in sexual acts	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Man and man involved in sexual acts	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Woman and animals involved in sexual acts	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Woman and objects involved in sexual acts	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Sexual acts involving bondage, chains, restraints, etc.	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) S&M Sadism and Masochism (sexual acts involving the infliction of pain)	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Naked children alone	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) Naked children involved in sexual acts with adults	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) Girls or guys (under 18) involved in sexual acts	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m) Rape of women	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n) Rape of men	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o) Fetishes (i.e. feet, diapers, etc.)	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p) Oral sex	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q) Anal sex	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r) Cum shots	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s) Cartoon of sexual acts	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		under 7	8-10	11-13	14-16	over 17

...more

23. Pornography Exposure (cont'd)

Movies or Videos

Activity	Have Seen In Movies or Videos	Age First Seen in Years				
		under 7	8-10	11-13	14-16	over 17
a) Naked woman alone	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Naked man alone	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Men and women involved in sexual acts	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Woman and woman involved in sexual acts	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Man and man involved in sexual acts	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Woman and animals involved in sexual acts	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Woman and objects involved in sexual acts	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Sexual acts involving bondage, chains, restraints, etc.	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) S&M Sadism and Masochism (sexual acts involving the infliction of pain)	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Naked children alone	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) Naked children involved in sexual acts with adults	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) Girls or guys (under 18) involved in sexual acts	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m) Rape of women	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n) Rape of men	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o) Fetishes (i.e. feet, diapers, etc.)	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p) Oral sex	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q) Anal sex	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r) Cum shots	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s) Cartoon of sexual acts	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		under 7	8-10	11-13	14-16	over 17

...more

24. On average over the last six months, I have seen some type of pornography:

- ☐ more than five times a day
- ☐ once per day
- ☐ a few times a week
- ☐ a few times a month
- ☐ once every few months
- ☐ haven't seen any pornography over the last six months

25. Thinking about the last six months, in an average month I have spent how much money on pornography?

- ☐ \$1.00-\$10.00
- ☐ \$10.00-\$20.00
- ☐ \$20.00-\$30.00
- ☐ \$30.00-\$40.00
- ☐ \$40.00-\$50.00
- ☐ Over \$50.00
- ☐ I have not spent any money on pornography

26. Please indicate at what age you first participated in the following sexual activities. Also, please indicate if you have an interest in trying this activity in the future.

Sexual Activities	Have tried	Age first tried	Would like to try this activity in future
a) Calling a 900 sex number	<input type="radio"/> yes <input type="radio"/> no	_____	<input type="radio"/> yes <input type="radio"/> no
b) Having sexual contact with an animal	<input type="radio"/> yes <input type="radio"/> no	_____	<input type="radio"/> yes <input type="radio"/> no
c) Dressing in clothes of the opposite sex (for sexual purposes)	<input type="radio"/> yes <input type="radio"/> no	_____	<input type="radio"/> yes <input type="radio"/> no
d) Masturbating	<input type="radio"/> yes <input type="radio"/> no	_____	<input type="radio"/> yes <input type="radio"/> no
e) Masturbating while looking at pornography	<input type="radio"/> yes <input type="radio"/> no	_____	<input type="radio"/> yes <input type="radio"/> no
f) Watching someone undress without their knowledge	<input type="radio"/> yes <input type="radio"/> no	_____	<input type="radio"/> yes <input type="radio"/> no
g) For sexual purposes, watching people on their web cams	<input type="radio"/> yes <input type="radio"/> no	_____	<input type="radio"/> yes <input type="radio"/> no

...more

26. (cont'd)

Please indicate at what age you first participated in the following sexual activities. Please indicate at which age you participated in the activity with someone who is of the same sex as you, and at which age you participated in the activity with someone of the opposite sex. Following this, please indicate if you have an interest in trying this activity in the future.

Sexual Activities	Have tried	Age first tried with same sex	Age first tried with opposite sex	Would like to try this activity in future
h) Using pornography to enhance sexual enjoyment with a partner	<input type="radio"/> yes <input type="radio"/> no			<input type="radio"/> yes <input type="radio"/> no
i) Chatting in a sex chat room	<input type="radio"/> yes <input type="radio"/> no			<input type="radio"/> yes <input type="radio"/> no
j) Telephone sex	<input type="radio"/> yes <input type="radio"/> no			<input type="radio"/> yes <input type="radio"/> no
k) Paying someone for sex	<input type="radio"/> yes <input type="radio"/> no			<input type="radio"/> yes <input type="radio"/> no
l) Getting someone to have sex with you using threats	<input type="radio"/> yes <input type="radio"/> no			<input type="radio"/> yes <input type="radio"/> no
m) Getting someone to have sex with you using violence	<input type="radio"/> yes <input type="radio"/> no			<input type="radio"/> yes <input type="radio"/> no
n) Getting someone to have sex with you using bribes	<input type="radio"/> yes <input type="radio"/> no			<input type="radio"/> yes <input type="radio"/> no
o) Kissing with your mouth open	<input type="radio"/> yes <input type="radio"/> no			<input type="radio"/> yes <input type="radio"/> no
p) Having your chest/breasts felt by someone else	<input type="radio"/> yes <input type="radio"/> no			<input type="radio"/> yes <input type="radio"/> no
q) Feeling someone else's chest or breasts	<input type="radio"/> yes <input type="radio"/> no			<input type="radio"/> yes <input type="radio"/> no
r) Having your genitals felt by someone else	<input type="radio"/> yes <input type="radio"/> no			<input type="radio"/> yes <input type="radio"/> no
s) Feeling someone else's genitals	<input type="radio"/> yes <input type="radio"/> no			<input type="radio"/> yes <input type="radio"/> no
t) Giving oral sex	<input type="radio"/> yes <input type="radio"/> no			<input type="radio"/> yes <input type="radio"/> no
u) Getting oral sex	<input type="radio"/> yes <input type="radio"/> no			<input type="radio"/> yes <input type="radio"/> no
v) Giving anal sex	<input type="radio"/> yes <input type="radio"/> no			<input type="radio"/> yes <input type="radio"/> no
w) Getting anal sex	<input type="radio"/> yes <input type="radio"/> no			<input type="radio"/> yes <input type="radio"/> no
x) Having sexual intercourse	<input type="radio"/> yes <input type="radio"/> no			<input type="radio"/> yes <input type="radio"/> no
y) Using urine or excrement during sex	<input type="radio"/> yes <input type="radio"/> no			<input type="radio"/> yes <input type="radio"/> no
z) Using some type of role play during sex	<input type="radio"/> yes <input type="radio"/> no			<input type="radio"/> yes <input type="radio"/> no
aa) Having sexual contact with more than one person at a time	<input type="radio"/> yes <input type="radio"/> no			<input type="radio"/> yes <input type="radio"/> no
bb) Convincing someone to have sex with you	<input type="radio"/> yes <input type="radio"/> no			<input type="radio"/> yes <input type="radio"/> no
cc) Using some kind of sex toy during sex	<input type="radio"/> yes <input type="radio"/> no			<input type="radio"/> yes <input type="radio"/> no
dd) Using some kind of bondage or ties during sex	<input type="radio"/> yes <input type="radio"/> no			<input type="radio"/> yes <input type="radio"/> no

...more

27. Sexual Arousal

On a scale of 1-10, how aroused would you be by the following sexual ideas?

Sexual Activity	Not at all aroused → Moderately aroused → Highly aroused									
	1	2	3	4	5	6	7	8	9	10
a) Three people involved in a sexual activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Two women having sex together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Two men having sex together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Using bondage during sexual contact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Having sex with children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Having sex that involves some violence or force	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Having sex with animals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. Sexual Education

From what sources did you get your sexual information (sexual education)?

Please circle "yes" if you received information from that source. Please circle "no" if you did not get information from that source.

From classes at school	<input type="radio"/> yes <input type="radio"/> no
From talking with friends of the same sex	<input type="radio"/> yes <input type="radio"/> no
From talking with friends of the opposite sex	<input type="radio"/> yes <input type="radio"/> no
From a parent	<input type="radio"/> yes <input type="radio"/> no
From a brother or sister	<input type="radio"/> yes <input type="radio"/> no
From internet pornography sites	<input type="radio"/> yes <input type="radio"/> no
From pornographic movies or videos	<input type="radio"/> yes <input type="radio"/> no
From pornographic magazines	<input type="radio"/> yes <input type="radio"/> no
From non-pornographic books	<input type="radio"/> yes <input type="radio"/> no
From non-pornographic internet sites	<input type="radio"/> yes <input type="radio"/> no
From a partner (girlfriend or boyfriend)	<input type="radio"/> yes <input type="radio"/> no

Other _____

From the above list please put a star (*) beside your greatest source of information.

...more

29. Sexual Technique

From what sources did you learn "how to have sex" (sexual techniques)

Please circle "yes" if you learned how to have sex from that source. Please circle "no" if you did not get information from that source.

From classes at school	<input type="radio"/> yes <input type="radio"/> no
From talking with friends of the same sex	<input type="radio"/> yes <input type="radio"/> no
From talking with friends of the opposite sex	<input type="radio"/> yes <input type="radio"/> no
From a parent	<input type="radio"/> yes <input type="radio"/> no
From a brother or sister	<input type="radio"/> yes <input type="radio"/> no
From internet pornography sites	<input type="radio"/> yes <input type="radio"/> no
From pornographic movies or videos	<input type="radio"/> yes <input type="radio"/> no
From pornographic magazines	<input type="radio"/> yes <input type="radio"/> no
From non-pornographic books	<input type="radio"/> yes <input type="radio"/> no
From non-pornographic internet sites	<input type="radio"/> yes <input type="radio"/> no
From a partner (girlfriend or boyfriend)	<input type="radio"/> yes <input type="radio"/> no

Other _____

From the above list please put a star (*) beside your greatest source of information.

30. Please indicate how much you agree or disagree with the following statements:

- a) I have learned some sexual technique from seeing or reading pornography.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree
- b) Using pornography is morally wrong.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree
- c) Pornography is a good source for learning about sex.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree
- d) Children under 12 should be allowed to see some kinds of pornography.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree
- e) Pornography has taught me some new ways to have sex.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree
- f) I plan to look at pornography in the future.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree

...more

Pornography and Sexuality Survey 10

31. Please indicate which of the following statements is true for you.

- | | | |
|---|---------------------------|--------------------------|
| a) My father approves of my seeing pornography | <input type="radio"/> yes | <input type="radio"/> no |
| b) My mother approves of my seeing pornography | <input type="radio"/> yes | <input type="radio"/> no |
| c) I have been accused of touching someone sexually without their consent | <input type="radio"/> yes | <input type="radio"/> no |
| d) I have been touched in a sexual way without giving my consent | <input type="radio"/> yes | <input type="radio"/> no |
| e) I have been in trouble for using pornography | <input type="radio"/> yes | <input type="radio"/> no |
| f) I have been sexually abused | <input type="radio"/> yes | <input type="radio"/> no |
| g) My parents have found out that I have looked at pornography | <input type="radio"/> yes | <input type="radio"/> no |
| h) No one really knows how much pornography I look at | <input type="radio"/> yes | <input type="radio"/> no |
| i) My father does, or used to, look at pornography occasionally | <input type="radio"/> yes | <input type="radio"/> no |
| j) My mother does, or used to, look at pornography occasionally | <input type="radio"/> yes | <input type="radio"/> no |
| k) I have been diagnosed with a sexually transmitted infection | <input type="radio"/> yes | <input type="radio"/> no |
| l) I know people who have used prostitutes | <input type="radio"/> yes | <input type="radio"/> no |

Thank you for taking the time to complete the survey. Please put the completed survey in the envelope provided and hand it back to the researcher.

Appendix E

Pilot Study Measures

Pornography and Sexuality Survey

1. **Gender:**
Male Female Transsexual Transgendered Other
2. **Age**_____ **years**
3. **My Country of Birth is**_____
4. **My Mother's Country of Birth is:**_____
5. **My Father's Country of Birth is:**_____
6. **My religion is:**
Catholic Protestant Muslim (Islam) Hindu Jewish
Sikh Buddhist No religion Atheist Other_____
7. **At the age of 15, how often other than special occasions (such as weddings, funerals or baptisms) did you attend religious services or meetings?**
at least 1X per week at least 1X a month a few times a year
at least 1X per year Not at all
8. **My Mother's religion is:**
Catholic Protestant Muslim (Islam) Hindu Jewish
Sikh Buddhist No religion Atheist Other_____
9. **My Father's religion is:**
Catholic Protestant Muslim (Islam) Hindu Jewish
Sikh Buddhist No religion Atheist Other_____
10. **My Mother's highest level of education completed:**
no schooling
some elementary
elementary school diploma
some high school
high school diploma
some trade, technical or vocational school or business college
some community college, CEGEP or nursing school
some university
diploma or certificate from trade, technical or vocational school or business school
college diploma or certificate from community college, CEGEP or nursing school

**bachelor or undergraduate degree or teachers college
degree in medicine, dentistry, veterinary medicine or optometry
masters degree or earned doctorate**

11. My Father's highest level of education completed:

**no schooling
some elementary
elementary school diploma
some high school
high school diploma
some trade, technical or vocational school or business college
some community college, CEGEP or nursing school
some university
diploma or certificate from trade, technical or vocational school or business school
college diploma or certificate from community college, CEGEP or nursing school
bachelor or undergraduate degree or teachers college
degree in medicine, dentistry, veterinary medicine or optometry
masters degree or earned doctorate**

12. My Mother's occupation is: _____

13. My father's occupation is _____

14. Thinking of your parents or caregivers, what would you estimate your family income to be:

under \$20,000	\$20-30,000	\$30-40,000	\$40-50,000	\$50-60,000
\$60-70,000	\$70-80,000	\$80-90,000	\$90-100,000	over \$100,000

15. My mother's marital status is:

**single (never married) living with partner married(to my father)
re-married divorced widowed**

16. My father's marital status is:

**single (never married) living with partner married(to my mother)
re-married divorced widowed**

17. Number of siblings _____

18. Overall how many mother's or mother substitutes (i.e. stepmom or caretaker) did you live with during your lifetime _____

19. Overall how many father's or father substitutes (i.e. stepdad or caretaker) did you live with during your lifetime _____

20. How old were you the first time you saw any type of pornography? _____ years old.

21. The first time I saw pornography it was:

**a magazine a book on the internet
a video a videogame on TV have not seen any**

22. It was shown to me by:

**brother sister friend (same gender)
mother father friend (opposite gender)
other relative _____ (please specify)
I got it my self from _____ (please specify)**

23. Pornography Exposure

For each type of pornography source, Magazines, Internet or Movies, please indicate by circling "yes or no" whether you have seen the following types of sexual activities. Then indicate, as best as you can remember the age you first saw that type of activity.

Next Page Please

	Activity	Have Seen in Books or Magazines	Age First Seen In years				
	Naked woman alone	Yes-No	Under 7	8-10	11-13	14-16	Over 17
B	Naked man alone	Yes-No	Under 7	8-10	11-13	14-16	Over 17
C	Men and women involved in sexual acts	Yes- No	Under 7	8-10	11-13	14-16	Over 17
D	Woman and woman involved in sexual acts	Yes- No	Under 7	8-10	11-13	14-16	Over 17
E	Man and man involved in sexual acts	Yes- No	Under 7	8-10	11-13	14-16	Over 17
F	Woman and animals involved in sexual acts	Yes- No	Under 7	8-10	11-13	14-16	Over 17
G	Woman and objects involved in sexual acts	Yes- No	Under 7	8-10	11-13	14-16	Over 17
H	Sexual acts involving bondage, chains, restraints, etc.	Yes- No	Under 7	8-10	11-13	14-16	Over 17
I	S&M Sadism and Masochism (sexual acts involving the infliction of pain)	Yes- No	Under 7	8-10	11-13	14-16	Over 17
J	Naked children alone	Yes- No	Under 7	8-10	11-13	14-16	Over 17
K	Naked children involved in sexual acts with adults	Yes- No	Under 7	8-10	11-13	14-16	Over 17
L	Girls or guys(under 18) involved in sexual acts	Yes- No	Under 7	8-10	11-13	14-16	Over 17
M	Rape of women	Yes- No	Under 7	8-10	11-13	14-16	Over 17
N	Rape of men	Yes- No	Under 7	8-10	11-13	14-16	Over 17
O	Fetishes (i.e. feet, diapers, etc.)	Yes- No	Under 7	8-10	11-13	14-16	Over 17
P	Oral sex	Yes- No	Under 7	8-10	11-13	14-16	Over 17
Q	Anal sex	Yes- No	Under 7	8-10	11-13	14-16	Over 17
R	Cum shots	Yes- No	Under 7	8-10	11-13	14-16	Over 17
S	Cartoon of sexual acts	Yes- No	Under 7	8-10	11-13	14-16	Over 17

Next Page Please

	Activity	Have Seen on the Internet	Age First Seen In years				
	Naked woman alone	Yes-No	Under 7	8-10	11-13	14-16	Over 17
B	Naked man alone	Yes-No	Under 7	8-10	11-13	14-16	Over 17
C	Men and women involved in sexual acts	Yes- No	Under 7	8-10	11-13	14-16	Over 17
D	Woman and woman involved in sexual acts	Yes- No	Under 7	8-10	11-13	14-16	Over 17
E	Man and man involved in sexual acts	Yes- No	Under 7	8-10	11-13	14-16	Over 17
F	Woman and animals involved in sexual acts	Yes- No	Under 7	8-10	11-13	14-16	Over 17
G	Woman and objects involved in sexual acts	Yes- No	Under 7	8-10	11-13	14-16	Over 17
H	Sexual acts involving bondage, chains, restraints, etc.	Yes- No	Under 7	8-10	11-13	14-16	Over 17
I	S&M Sadism and Masochism (sexual acts involving the infliction of pain)	Yes- No	Under 7	8-10	11-13	14-16	Over 17
J	Naked children alone	Yes- No	Under 7	8-10	11-13	14-16	Over 17
K	Naked children involved in sexual acts with adults	Yes- No	Under 7	8-10	11-13	14-16	Over 17
L	Girls or guys(under 18) involved in sexual acts	Yes- No	Under 7	8-10	11-13	14-16	Over 17
M	Rape of women	Yes- No	Under 7	8-10	11-13	14-16	Over 17
N	Rape of men	Yes- No	Under 7	8-10	11-13	14-16	Over 17
O	Fetishes (i.e. feet, diapers, etc.)	Yes- No	Under 7	8-10	11-13	14-16	Over 17
P	Oral sex	Yes- No	Under 7	8-10	11-13	14-16	Over 17
Q	Anal sex	Yes- No	Under 7	8-10	11-13	14-16	Over 17
R	Cum shots	Yes- No	Under 7	8-10	11-13	14-16	Over 17
S	Cartoon of sexual acts	Yes- No	Under 7	8-10	11-13	14-16	Over 17

Next Page Please

	Activity	Have Seen in Movies or Videos	Age First Seen In years				
	Naked woman alone	Yes-No	Under 7	8-10	11-13	14-16	Over 17
B	Naked man alone	Yes-No	Under 7	8-10	11-13	14-16	Over 17
C	Men and women involved in sexual acts	Yes- No	Under 7	8-10	11-13	14-16	Over 17
D	Woman and woman involved in sexual acts	Yes- No	Under 7	8-10	11-13	14-16	Over 17
E	Man and man involved in sexual acts	Yes- No	Under 7	8-10	11-13	14-16	Over 17
F	Woman and animals involved in sexual acts	Yes- No	Under 7	8-10	11-13	14-16	Over 17
G	Woman and objects involved in sexual acts	Yes- No	Under 7	8-10	11-13	14-16	Over 17
H	Sexual acts involving bondage, chains, restraints, etc.	Yes- No	Under 7	8-10	11-13	14-16	Over 17
I	S&M Sadism and Masochism (sexual acts involving the infliction of pain)	Yes- No	Under 7	8-10	11-13	14-16	Over 17
J	Naked children alone	Yes- No	Under 7	8-10	11-13	14-16	Over 17
K	Naked children involved in sexual acts with adults	Yes- No	Under 7	8-10	11-13	14-16	Over 17
L	Girls or guys(under 18) involved in sexual acts	Yes- No	Under 7	8-10	11-13	14-16	Over 17
M	Rape of women	Yes- No	Under 7	8-10	11-13	14-16	Over 17
N	Rape of men	Yes- No	Under 7	8-10	11-13	14-16	Over 17
O	Fetishes (i.e. feet, diapers, etc.)	Yes- No	Under 7	8-10	11-13	14-16	Over 17
P	Oral sex	Yes- No	Under 7	8-10	11-13	14-16	Over 17
Q	Anal sex	Yes- No	Under 7	8-10	11-13	14-16	Over 17
R	Cum shots	Yes- No	Under 7	8-10	11-13	14-16	Over 17
S	Cartoon of sexual acts	Yes- No	Under 7	8-10	11-13	14-16	Over 17

Next page please:

24. On average over the last six months, I have seen some type of pornography:

Please circle the correct response:

- over 5 times a day
- once per day
- a few times per week
- a few times per month
- once every few months
- Haven't seen any

25. Thinking about the last six months, In an average month I have spent how much money on pornography:

Please circle the correct response.

- \$1.00-\$10.00
- \$10.00-\$20.00
- \$20.00-\$30.00
- \$30.00-\$40.00
- \$40.00-\$50.00
- Over \$50.00
- I have not spent any money

26. Please indicate at what age you first participated in the following sexual activities. Please indicate at which age you participated in the activity with someone who is the same sex as you, or someone of the opposite sex. Following this please indicate if you would be interested in trying this activity in the future.

	Sexual Activities	Have ever tried	Age 1st tried	Would like to try this activity in future
A	Calling a 900 sex number	Yes No		Yes No
B	Having sexual contact with an animal	Yes No		Yes No
C	Dressing in clothes of the opposite sex (for sexual purposes)	Yes No		Yes No
D	Masturbating	Yes No		Yes No
E	Masturbating while looking at pornography	Yes No		Yes No
F	Watching someone undress without their knowledge.	Yes No		Yes No
G	For sexual purposes, watching people on their web cams.	Yes No		Yes No

	Sexual Activities	Have ever tried	Age 1st tried with same sex	Age 1st tried with opposite sex	Would like to try this activity in future
H	Using pornography to enhance sexual enjoyment with a partner	Yes No			Yes No
I	Chatting in a sex chat room	Yes No			Yes No
J	Telephone sex	Yes No			Yes No
K	Paying someone for sex	Yes No			Yes No
L	Getting someone to have sex with you using threats	Yes No			Yes No
M	Getting someone to have sex with you using violence	Yes No			Yes No
N	Getting someone to have sex with you using bribes	Yes No			Yes No
O	Kissing with your mouth open	Yes No			Yes No
P	Having your chest/breasts felt by someone else	Yes No			Yes No
Q	Feeling someone else's chest or breasts	Yes No			Yes No
R	Having your genitals felt by someone else	Yes No			Yes No
S	Feeling someone else's genitals	Yes No			Yes No
T	Giving oral sex	Yes No			Yes No
U	Getting oral sex	Yes No			Yes No
V	Giving anal sex	Yes No			Yes No
W	Getting anal sex	Yes No			Yes No
X	Having sexual intercourse	Yes No			Yes No
Y	Using urine or excrement during sex	Yes No			Yes No
Z	Using some type of role play during sex	Yes No			Yes No
Aa	Having sexual contact with more than 1 person at a time	Yes No			Yes No
Bb	Convincing someone to have sex with you	Yes No			Yes No
Cc	Using some kind of sex toy during sex	Yes No			Yes No
Dd	Using some kind of bondage or ties during sex	Yes No			Yes No

Next page please.

27. Sexual Arousal

On a scale of 1-10 how aroused would you be by the following sexual ideas?

	Sexual Activity	Not at all aroused	Moderately aroused	Highly aroused
A	Three people involved in a sexual activity	1.....2.....3.....4.....5.....6.....7.....8.....9.....10.....		
B	Two women having sex together	1.....2.....3.....4.....5.....6.....7.....8.....9.....10.....		
C	Two men having sex together	1.....2.....3.....4.....5.....6.....7.....8.....9.....10.....		
D	Using bondage during sexual contact	1.....2.....3.....4.....5.....6.....7.....8.....9.....10.....		
E	Having sex with children	1.....2.....3.....4.....5.....6.....7.....8.....9.....10.....		
F	Having sex that involves some violence or force	1.....2.....3.....4.....5.....6.....7.....8.....9.....10.....		
G	Having sex with animals	1.....2.....3.....4.....5.....6.....7.....8.....9.....10.....		

28. Sexual Education

From what sources did you get your sexual information (sexual education)?

Please circle yes if you received information from that source. Please circle no if you did not get information from that source

From classes at school	Yes	No
From talking with friends of the same sex	Yes	No
From talking with friends of the opposite sex	Yes	No
From a parent	Yes	No
From a brother or sister	Yes	No
From internet pornography sites	Yes	No
From pornographic movies or videos	Yes	No
From pornographic magazines	Yes	No
From non-pornographic books	Yes	No
From non-pornographic internet sites	Yes	No
From a partner (girlfriend or boyfriend)	Yes	No
Other _____		

From the above list please put a star beside your greatest source of information.

29. Sexual Technique

From what sources did you learn “how to have sex” (sexual techniques)

Please circle yes if you learned how to have sex from that source. Please circle no if you did not get information from that source.

From classes at school	Yes	No
From talking with friends of the same sex	Yes	No
From talking with friends of the opposite sex	Yes	No
From a parent	Yes	No
From a brother or sister	Yes	No
From internet pornography sites	Yes	No
From pornographic movies or videos	Yes	No
From pornographic magazines	Yes	No
From non-pornographic books	Yes	No
From non-pornographic internet sites	Yes	No
From a partner (girlfriend or boyfriend)	Yes	No
Other		

From the above list please put a star beside your greatest source of information.

30. Please indicate how much you agree or disagree with the following statements.**a) I have learned some sexual technique from seeing or reading pornography:**

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	----------------------------	----------	-------------------

b) Using pornography is morally wrong:

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	----------------------------	----------	-------------------

c) Pornography is a good source for learning about sex:

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	----------------------------	----------	-------------------

d) Children under 12 should be allowed to see some kinds of pornography:

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	----------------------------	----------	-------------------

e) Pornography has taught me some new ways to have sex:

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	----------------------------	----------	-------------------

f) I plan to look at pornography in the future:

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	----------------------------	----------	-------------------

31. Please indicate which of the following statements is true for you.

A	My father approves of my seeing pornography	Yes	No
B	My mother approves of my seeing pornography	Yes	No
C	I have been accused of touching someone sexually without their consent	Yes	No
D	I have been touched in a sexual way without giving my consent	Yes	No
E	I have been in trouble for using pornography	Yes	No
F	I have been sexually abused	Yes	No
G	My parents have found out that I have looked at pornography	Yes	No
H	No one really knows how much pornography I look at	Yes	No
I	My father does, or used to, look at pornography occasionally	Yes	No
J	My mother does, or used to, look at pornography occasionally	Yes	No
K	I have been diagnosed with a sexually transmitted infection	Yes	No
L	I know people who have used prostitutes	Yes	No

Thank you for taking the time to complete the survey. Please put the completed survey in the envelope provided and hand it back to the researcher.

Appendix E - 2
Previous Version of Question 23

	Activity	Books or Magazines		Internet		Movie or Video	
A	Naked woman alone	Yes-No	Age 1 st Seen	Yes- No	Age 1 st Seen	Yes- No	Age 1 st Seen
B	Naked man alone	Yes-No	Age 1 st Seen	Yes- No	Age 1 st Seen	Yes- No	Age 1 st Seen
C	Men and women involved in sexual acts	Yes- No	Age 1 st Seen	Yes- No	Age 1 st Seen	Yes- No	Age 1 st Seen
D	Woman and woman involved in sexual acts	Yes- No	Age 1 st Seen	Yes- No	Age 1 st Seen	Yes- No	Age 1 st Seen
E	Man and man involved in sexual acts	Yes- No	Age 1 st Seen	Yes- No	Age 1 st Seen	Yes- No	Age 1 st Seen
F	Woman and animals involved in sexual acts	Yes- No	Age 1 st Seen	Yes- No	Age 1 st Seen	Yes- No	Age 1 st Seen
G	Woman and objects involved in sexual acts	Yes- No	Age 1 st Seen	Yes- No	Age 1 st Seen	Yes- No	Age 1 st Seen
H	Sexual acts involving bondage, chains, restraints, etc.	Yes- No	Age 1 st Seen	Yes- No	Age 1 st Seen	Yes- No	Age 1 st Seen
I	S&M Sadism and Masochism (sexual acts involving the infliction of pain)	Yes- No	Age 1 st Seen _____	Yes- No	Age 1 st Seen _____	Yes- No	Age 1 st Seen _____
J	Naked children alone	Yes- No	Age 1 st Seen	Yes- No	Age 1 st Seen	Yes- No	Age 1 st Seen
K	Naked children involved in sexual acts with adults	Yes- No	Age 1 st Seen	Yes- No	Age 1 st Seen	Yes- No	Age 1 st Seen
L	Girls or guys(under 18) involved in sexual acts	Yes- No	Age 1 st Seen	Yes- No	Age 1 st Seen	Yes- No	Age 1 st Seen
M	Rape of women	Yes- No	Age 1 st Seen	Yes- No	Age 1 st Seen	Yes- No	Age 1 st Seen
N	Rape of men	Yes- No	Age 1 st Seen	Yes- No	Age 1 st Seen	Yes- No	Age 1 st Seen

O	Fetishes (i.e. feet, diapers, etc.)	Yes- No	Age 1st Seen	Yes- No	Age 1st Seen	Yes- No	Age 1st Seen
P	Oral sex	Yes- No	Age 1st Seen	Yes- No	Age 1st Seen	Yes- No	Age 1st Seen
Q	Anal sex	Yes- No	Age 1st Seen	Yes- No	Age 1st Seen	Yes- No	Age 1st Seen
R	Cum shots	Yes- No	Age 1st Seen	Yes- No	Age 1st Seen	Yes- No	Age 1st Seen
S	Cartoons of sexual acts	Yes- No	Age 1st Seen	Yes- No	Age 1st Seen	Yes- No	Age 1st Seen

Appendix F

Full Listing of Participants' Birthplaces

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid[H2]	Canada	323	73.9	74.6	74.6
	USA	5	1.1	1.2	75.8
	China	12	2.7	2.8	78.5
	India	15	3.4	3.5	82.0
	Austria	1	0.2	0.2	82.2
	Portugal	1	0.2	0.2	82.4
	Italy	4	0.9	0.9	83.4
	Croatia	3	0.7	0.7	84.1
	UK	1	0.2	0.2	84.3
	Somalia	1	0.2	0.2	84.5
	Singapore	2	0.5	0.5	85.0
	Poland	7	1.6	1.6	86.6
	Kazakhstan	1	0.2	0.2	86.8
	Russia	3	0.7	0.7	87.5
	Philippines	4	0.9	0.9	88.5
	Trinidad	3	0.7	0.7	89.1
	Barbados	1	0.2	0.2	89.4
	Chile	1	0.2	0.2	89.6
	Afghanistan	1	0.2	0.2	89.8
	South Africa	1	0.2	0.2	90.1
	Angola	1	0.2	0.2	90.3
	Nicaragua	1	0.2	0.2	90.5
	Iran	2	0.5	0.5	91.0
	Germany	2	0.5	0.5	91.5
	Sri Lanka	2	0.5	0.5	91.9
	Pakistan	4	0.9	0.9	92.8
	Saudi Arabia	2	0.5	0.5	93.3
	Albania	1	0.2	0.2	93.5
	Vietnam	5	1.1	1.2	94.7
	Nigeria	2	0.5	0.5	95.2
	Ghana	2	0.5	0.5	95.6
	Lebanon	1	0.2	0.2	95.8
	Zimbabwe	1	0.2	0.2	96.1
	Venezuela	1	0.2	0.2	96.3
	Panama	1	0.2	0.2	96.5
	Bermuda	1	0.2	0.2	96.8
	Korea	1	0.2	0.2	97.0
	Romania	2	0.5	0.5	97.5
	Columbia	2	0.5	0.5	97.9
	Spain	1	0.2	0.2	98.2
	Guyana	3	0.7	0.7	98.8
	Uzbekistan	1	0.2	0.2	99.1
	Holland	1	0.2	0.2	99.3
	Egypt	1	0.2	0.2	99.5
	France	1	0.2	0.2	99.8
	Kenya	1	0.2	0.2	100.0
	Total	433	99.1	100.0	
Missing	System	4	0.9		
Total		437	100.0		
Total		437	100.0		

Mother's Country of Birth

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Canada	247	56.5	57.2	57.2
	USA	9	2.1	2.1	59.3
	China	15	3.4	3.5	62.7
	India	21	4.8	4.9	67.6
	Greece	3	.7	.7	68.3
	Jordan	1	.2	.2	68.5
	Palestine	1	.2	.2	68.8
	Australia	1	.2	.2	69.0
	Switzerland	1	.2	.2	69.2
	Austria	1	.2	.2	69.4
	Portugal	8	1.8	1.9	71.3
	Italy	9	2.1	2.1	73.4
	Croatia	3	.7	.7	74.1
	UK	17	3.9	3.9	78.0
	Somalia	1	.2	.2	78.2
	Singapore	2	.5	.5	78.7
	Poland	11	2.5	2.5	81.2
	Kazakhstan	1	.2	.2	81.5
	Russia	3	.7	.7	82.2
	Philippines	7	1.6	1.6	83.8
	Trinidad	4	.9	.9	84.7
	Barbados	1	.2	.2	85.0
	Chile	1	.2	.2	85.2
	Afghanistan	2	.5	.5	85.6
	South Africa	1	.2	.2	85.9
	Guinea-Bissau	1	.2	.2	86.1
	Nicaragua	2	.5	.5	86.6
	Iran	2	.5	.5	87.0
	Germany	2	.5	.5	87.5
	Sri Lanka	3	.7	.7	88.2
	Pakistan	6	1.4	1.4	89.6
	Vietnam	7	1.6	1.6	91.2
	Nigeria	2	.5	.5	91.7
	Ghana	2	.5	.5	92.1
	Lebanon	1	.2	.2	92.4
	Zimbabwe	1	.2	.2	92.6
	Grenada	1	.2	.2	92.8
	Panama	1	.2	.2	93.1
	Bermuda	1	.2	.2	93.3
	Korea	1	.2	.2	93.5
	Romania	2	.5	.5	94.0
	Columbia	2	.5	.5	94.4
	Guyana	6	1.4	1.4	95.8
	El Salvador	2	.5	.5	96.3
	Uzbekistan	1	.2	.2	96.5
	Jamaica	3	.7	.7	97.2
	Israel	1	.2	.2	97.5
	Korea	1	.2	.2	97.7
	Holland	4	.9	.9	98.6

	Bermuda	1	.2	.2	93.3
	Korea	1	.2	.2	93.5
	Romania	2	.5	.5	94.0
	Columbia	2	.5	.5	94.4
	Guyana	6	1.4	1.4	95.8
	El Salvador	2	.5	.5	96.3
	Uzbekistan	1	.2	.2	96.5
	Jamaica	3	.7	.7	97.2
	Israel	1	.2	.2	97.5
	Korea	1	.2	.2	97.7
	Holland	4	.9	.9	98.6
	Egypt	2	.5	.5	99.1
	Slovenia	1	.2	.2	99.3
	New Guinea	1	.2	.2	99.5
	France	1	.2	.2	99.8
	Gibraltar	1	.2	.2	100.0
	Total	432	98.9	100.0	
Missing	System	5	1.1		
Total		437	100.0		

Father's Country of Birth

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Canada	249	57.0	57.8	57.8
	USA	8	1.8	1.9	59.6
	China	16	3.7	3.7	63.3
	India	23	5.3	5.3	68.7
	Greece	2	.5	.5	69.1
	Palestine	1	.2	.2	69.4
	Australia	1	.2	.2	69.6
	Austria	1	.2	.2	69.8
	Portugal	8	1.8	1.9	71.7
	Italy	11	2.5	2.6	74.2
	Croatia	3	.7	.7	74.9
	UK	11	2.5	2.6	77.5
	Somalia	2	.5	.5	78.0
	Singapore	3	.7	.7	78.7
	Poland	12	2.7	2.8	81.4
	Russia	4	.9	.9	82.4
	Philippines	7	1.6	1.6	84.0
	Trinidad	2	.5	.5	84.5
	Barbados	2	.5	.5	84.9
	Chile	1	.2	.2	85.2
	Afghanistan	2	.5	.5	85.6
	South Africa	1	.2	.2	85.8
	Angola	1	.2	.2	86.1
	Nicaragua	2	.5	.5	86.5
	Iran	2	.5	.5	87.0
	Germany	6	1.4	1.4	88.4
	Sri Lanka	3	.7	.7	89.1
	Pakistan	5	1.1	1.2	90.3

	Trinidad	2	.5	.5	84.5
	Barbados	2	.5	.5	84.9
	Chile	1	.2	.2	85.2
	Afghanistan	2	.5	.5	85.6
	South Africa	1	.2	.2	85.8
	Angola	1	.2	.2	86.1
	Nicaragua	2	.5	.5	86.5
	Iran	2	.5	.5	87.0
	Germany	6	1.4	1.4	88.4
	Sri Lanka	3	.7	.7	89.1
	Pakistan	5	1.1	1.2	90.3
	Saudi Arabia	1	.2	.2	90.5
	Vietnam	6	1.4	1.4	91.9
	Nigeria	2	.5	.5	92.3
	Ghana	2	.5	.5	92.8
	Lebanon	2	.5	.5	93.3
	Zimbabwe	1	.2	.2	93.5
	St. Kitts	1	.2	.2	93.7
	Panama	1	.2	.2	94.0
	Bermuda	1	.2	.2	94.2
	Korea	1	.2	.2	94.4
	Romania	3	.7	.7	95.1
	Columbia	2	.5	.5	95.6
	Guyana	4	.9	.9	96.5
	Finland	1	.2	.2	96.8
	El Salvador	1	.2	.2	97.0
	Uzbekistan	1	.2	.2	97.2
	Jamaica	1	.2	.2	97.4
	Israel	1	.2	.2	97.7
	Korea	1	.2	.2	97.9
	Holland	3	.7	.7	98.6
	Egypt	2	.5	.5	99.1
	Fiji	1	.2	.2	99.3
	Slovenia	1	.2	.2	99.5
	Yugoslavia	1	.2	.2	99.8
	99.0	1	.2	.2	100.0
	Total	431	98.6	100.0	
Missing	System	6	1.4		
Total		437	100.0		

Appendix G

Community Resources and Support Services Wilfrid Laurier University

Support Services

Thank you for taking the time to complete the pornography and sexuality questionnaire. Several of the questions are quite graphic and can be disturbing for some individuals, especially if one has a history of negative sexual experiences or a history of sexual abuse.

Should you feel disturbed or triggered following your exposure to the questionnaire, please note that the following services are available to assist you.

Wilfrid Laurier University Counselling Services

Call to book an appointment
519-884-0710 ext. 2338

Canadian Mental Health Association Waterloo Regional Branch

Distress Centre
519-745-1166

Kitchener- Waterloo Sexual Assault Support Centre

Offers a 24 hour crisis line
Available to women over 16 years of age
519-741-8633

Advocates For Male Victims of Sexual Abuse

Distress Line
519-570-3277

Kids Help Phone

24 hour help line for youth up to 19 years of age.
1-800-668-6868

Community Resources and Support Services Humber College

Support Services

Thank you for taking the time to complete the pornography and sexuality questionnaire. Several of the questions are quite graphic and can be disturbing for some individuals, especially if one has a history of negative sexual experiences or a history of sexual abuse.

Should you feel disturbed or triggered following your exposure to the questionnaire, please note that the following services are available to assist you.

Humber College Counselling Services

Counselling Service

Available to all Humber College Students

North Campus 675-5090

Lakeshore Campus 675-6622 ext. 3331

Toronto Rape Crisis Centre

Offers a 24 hour crisis line

416-597-8808

Kids Help Phone

24 hour help line for youth up to 19 years of age.

1-800-668-6868

Appendix H

Below are some of the questions or points of discussion regarding pornography that can be used with young men who have committed a sexual offense. These questions have been used in both group and in individual settings.

Risks

- What are the effects of masturbating to porn?
- Why do you think other teens look at porn? Do you think it affects the way they act sexually?
- Make a Pro's and Con's list (ie. what you get and what you don't get from porn – the risks vs. benefits of pornography use, etc.)
- Whom can pornography hurt?
- Do you think there is a link between pornography and sexual assault/abuse?
- What role did pornography play in your decision to commit a sexual offense?
- Should children be permitted to look at pornography? Why or why not?

Pornography and Empathy

- Imagine the life of someone who is involved in pornography. How do you imagine that life began? What led them down this path?
- How can your pornography use effect others? Parents, previous victims, siblings?
- How would it feel to have a partner use porn? What about your mother, father, sister or brother?
- Think about the people making the pornography. Do they *want* to do this? Are they *really* enjoying themselves?
- If you had a son or daughter, would you want them to look at pornography? Would you want them to make pornography?

Social/Political/Economic

- What is missing in pornography? Consent? A relationship? Realism? Negotiation? Mistakes?
- Why do companies manufacture porn?
- Why does porn exist?
- What would our sex look like if we had never seen any pornography?
- Why would you allow others to try and trick you into having sex their way?

Gender

- What are the expectations of men in the sexual situations of pornography? Are they fair?
- What does pornography tell you about the women involved? Are they promiscuous? Lascivious? Are women portrayed in a fair manner?
- Whom do you think is the intended audience for most pornography? Why?
- How are men's genitals represented in pornography? How does that make you feel about your own penis? Is it realistic?

Good Sex

- For a heterosexual male – if you knew that much of the sex represented in porn is not very satisfying for your girlfriend/partner, would you still use it as a source for learning about the techniques of sex?
- Where else can you find out about how to have sexual contact with a girl that is pleasing for both of you.
- How do you learn what to do in a sexual situation? Is pornography a good source of learning?

Appendix I

Research Questions

The primary question contained within this research is: When and to what type of pornography are children and young adults exposed?

Does their degree of exposure or age of onset of exposure correlate to their current sexual practices, ongoing pornography consumption, and attitudes about pornography?

Note: The following question numbers correlate to the numbers of the questions on the survey measure.

1. Who has seen pornography? (descriptive) – Describe the sample.
Questions 1 through 21
2. What kinds of pornography have young people seen? Descriptive statistics.
Question 23
3. From what sources does one derive his or her sexual education?
Descriptive.
Questions 28, 30c
4. Do people generally keep their pornography use a secret?
Question 31H

Which variables predict early pornography exposure?

1. Does socioeconomic status (independent) influence the age young people first see pornography (dependent variable)?
Questions 3 through 5, 10 through 16 (independent variables)
Question 20 (dependent variable)
Hypothesis: socioeconomic status will not significantly influence the age of first pornography exposure.

2. Does gender (independent) influence the age young people first see pornography (dependent variable)?
 Question 1 (independent variable)
 Question 20 (dependent variable)
 Hypothesis: males will have viewed pornography at an earlier age than females.
3. Does a person's religion (independent) influence the age young people first see pornography (dependent variable)?
 Question 6 (independent variable)
 Question 20 (dependent variable)
4. Does a person's church attendance (independent) influence the age young people first see pornography (dependent variable)?
 Question 7 (independent variable)
 Question 20 (dependent variable)
5. Does parental religion (independent) influence the age young people first see pornography (dependent variable)?
 Questions 8, 9 (independent variables)
 Question 20 (dependent variable)
6. Does parental education (independent) influence the age young people first see pornography (dependent variable)?
 Questions 10, 11 (independent variable)
 Question 20 (dependent variable)
7. Does family income (independent) influence the age young people first see pornography (dependent variable)?
 Question 14 (independent variable)
 Question 20 (dependent variable)
8. Does family configuration (independent) influence the age young people first see pornography (dependent variable)?
 Question 15, 16, 18, 19 (independent variables)
 Question 20 (dependent variable)
9. Does gender and family configuration (independent) influence the age young people first see pornography (dependent variable)?
 Questions 1, 15, 16, 18, 19 (independent variables)
 Question 20 (dependent variable)

10. Does initial source of pornography (independent) influence the age young people first see pornography (dependent variable)?
Question 22 (independent variable)
Question 20 (dependent variable)
11. Does parental use of pornography (independent) predict the age of first use of pornography (dependent)?
Questions 31 (independent)
Question 20 (dependent)

What are the effects of early pornography exposure?

1. Does the age that pornography is first seen (independent) predict the kinds of pornography viewed?
Question 20 (independent variable)
Question 23 (dependent variable)
2. Does the age that pornography is first seen (independent) predict the frequency of current pornography use?
Question 20 (independent variable)
Question 24 (dependent variable)
3. Does the age that pornography is first seen (independent) predict the amount of money that is currently spent on pornography?
Question 20 (independent variable)
Question 25 (dependent variable)
4. Does the age that pornography is first seen (independent) predict the type of sexual activities in which one has engaged?
Question 20 (independent variable)
Question 26 (dependent variable)
5. Does the age that pornography is first seen (independent) predict the type of sexual activities one finds to be sexually arousing (dependent)?
Question 20 (independent variable)
Question 27 (dependent variable)
6. Does the age that pornography is first seen (independent) predict the age at which one began to engage in sexual activity?
Question 20 (independent variable)
Question 26 (dependent variable)

7. Does the age that pornography is first seen (independent) correlate to having a sexual abuse experience (dependent)?
Question 20 (independent variable)
Questions 31D, F (dependent variables)
8. Does the age that pornography is first seen (independent) predict sexual offending behaviour (dependent)?
Question 20 (independent)
Questions 31C; 26F, L, M, N, Bb (dependent variables)

What effects can be detected based on differences in one's initial source of pornography exposure?

1. Does one's first source of pornography (independent) predict the variety of pornography seen (dependent)?
Question 22 (independent variable)
Question 23 (dependent variable)
2. Does one's first source of pornography (independent) predict the variety of sexual activities (dependent)?
Question 22 (independent variable)
Question 26 (dependent variable)
3. Does one's first source of pornography (independent) predict the activities one finds to be sexually arousing (dependent)?
Question 22 (independent variable)
Question 27 (dependent variable)

What effects can be detected based on differences in one's initial medium of pornography exposure?

1. Does the medium of first pornography exposure (independent) predict the variety of pornography seen (dependent)?
Question 21 (independent variable)
Question 23 (dependent variable)
2. Does the medium of first pornography exposure (independent) predict the variety of sexual activities (dependent)?
Question 21 (independent variable)
Question 26 (dependent variable)

Does exposure to a greater variety of pornography create different effects?

1. Does the variety of pornography viewed (independent) predict the variety of sexual activities (dependent)?
Question 23 (independent variable)
Question 26 (dependent variable)
2. Does the variety of pornography viewed (independent) predict the current amount of money spent on pornography (dependent)?
Question 23 (independent variable)
Question 25 (dependent variable)

Morality and Religion

1. Does religious affiliation (independent) predict one's moral opinion on pornography?
Question 6 (independent variable)
Question 30b (dependent variable)
2. Does one's moral opinion on the ethics of pornography use (independent) predict frequency of use of pornography (dependent)?
Question 30b (independent variable)
Question 26 (dependent variable)

What impact does parental use or parental approval of pornography create?

1. Does parental use of pornography (independent) predict one's current use of pornography (dependent)?
Questions 31J, I (independent variables)
Question 24 (dependent variable)
2. Does parental use of pornography (independent) predict the types of activities one finds sexually arousing (dependent)?
Questions 31J, I (independent variables)
Question 27 (dependent variable)
3. Does parental use of pornography (independent) predict the amount of money one spends on pornography (dependent)?
Questions 31J, I (independent variables)
Question 25 (dependent variable)

4. Does parental use of pornography (independent) predict the types of pornography to which one has been exposed (dependent)?
Questions 31J, I (independent variables)
Question 23 (dependent variable)
5. Does parental approval of pornography use (independent) predict the age of first use of pornography (dependent)?
Questions 31A, B (independent variables)
Question 20 (dependent variable)
6. Does parental approval of pornography use (independent) predict one's current use of pornography (dependent)?
Questions 31A, B (independent variables)
Question 24 (dependent variable)
7. Does parental approval of pornography use (independent) predict the types of activities one finds sexually arousing (dependent)?
Questions 31A, B (independent variables)
Question 27 (dependent variable)
8. Does parental approval of pornography use (independent) predict the amount of money one spends on pornography (dependent)?
Questions 31A, B (independent variables)
Question 25 (dependent variable)
9. Does parental approval of pornography use (independent) predict the types of pornography to which one has been exposed (dependent)?
Questions 31A, B (independent variables)
Question 23 (dependent variable)

Is there a relationship between pornography and sexual offending and sexual abuse?

1. Does past sexual offending behaviour (independent) predict current pornography use (dependent)?
Questions 31C, 26F, L, M, N, Bb (independent variables)
Question 24 (dependent variable)
2. Does having a sexual abuse experience (independent) correlate to past sexual offending behaviour (dependent)?
Questions 31D, F (independent variables)
Questions 31C; 26F, L, M, N, Bb (dependent variables)

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